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IDENTIFIERS	*Kentucky

ABSTRACT

Annual reports, project descriptions, and various other materials are provided for 35 projects. Most of the projects focus on homemaking; some are on sex equity. Project titles include: Single Parent/Adult Homemaker Reentry Program (Ashland Community College); Career Awareness Class for the Single Parent and/or Homemaker (Cumberland Valley Health Occupations Center); Project REWARD (Re-entering Education with a Real Determination) (Elizabethtown Community College); Single Parent Homemaker Project (Henderson Community College); Creative Horizons (Hopkinsville Community College); Single Parent/Homemaker and Elimination of Sex Bias and Sex Stereotyping Project (Hopkinsville High School); Coping as a Single Parent and Assuming My Role as a Single Parent in a Sex Bias Society (Laurel County High School); Another Chance (Logan County Board of Education); Displaced and Single Parent Homemaker (Madisonville Community College); Teen Parenting Information Book (Metcalfe County High School); Kentucky Divorce and Legal Separation Laws (Northern Kentucky University); Vocational Preparation for Single Parent/Homemakers in Northern Kentucky (Northern Kentucky University); Transitional Support Services Program (Somerset Community College); Teen Parent High School Project (Campbellsville Independent/Taylor County Boards of Education); Project HOPE (Trigg County Board of Education); Single Parent/Homemaker Workshop (University of Kentucky); Technical Assistance to Sex Equity Project Directors (University of Louisville); Task Assignment Sheets on Unique Needs of Single Parent/Homemakers (Western Kentucky University); The Unique Issues of the Male Single Parent (Western Kentucky University); and How to Recruit, Retain, and Place Single Parent/Homemaker Students (Vocational Education Region 5). (YLB)

ED333209

SINGLE PARENT/HOMEMAKER PROJECT REPORTS

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Office of Vocational Education

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KY88SP01

SINGLE PARENT / ADULT HOMEMAKER
RE-ENTRY PROGRAM

LOUISE SHYTLE
PROJECT DIRECTOR

ASHLAND COMMUNITY COLLEGE
ASHLAND, KY

JULY 1, 1988

"All applicants meeting the appropriate academic requirements and technical standards shall be considered equally for admission to a community college or any academic program thereof regardless of race, color, religion, sex, marital status, national origin, age or handicap."

ANNUAL REPORT

12-33-540-DDEF-04-08-V33-
K0800-4836-0541-88-24

SINGLE PARENT / ADULT HOMEMAKER

RE-ENTRY PROGRAM

ABSTRACT

The Single Parent/Adult Homemaker Re-Entry Program at the Ashland Community College proposed to meet the training needs of 40 eligible individuals in the FIVCO Development area by enrolling them in vocational-technical programs at Ashland Community College.

During the 1987-1988 year, forty-four (44) individuals were enrolled in vocational-technical programs. Due to the number of students receiving Pell Grants, there was an increase in the participants supported. The following results were achieved: thirteen (13) graduated from two year technical programs (10 obtained employment); seventeen (17) carryovers for Fall, 1988; nine (9) non-completions voluntarily dropped from the program upon obtaining related employment or opting to enroll only part-time in school; five (5) drops were due to not maintaining required grade point average.

ACTIVITIES AND ACHIEVEMENTS

Objective: To provide educational opportunity

Achievement: Enrolled forty-four (44) full-time students at Ashland Community College in the Re-Entry Program.

Objective: To remove barriers by providing financial support.

Achievement: This program provided the students with tuition, books, child care, and transportation expenses while attending school.

Objective: To provide academic and personal counseling.

Achievement: Both individual and group counseling was available to the students. The office maintained an "open-door policy". Individual counseling was provided whenever there was a need. The counselor saw an average of four students per day on a walk-in basis. In addition to the open-door policy, every participant was required to attend an individual counseling session each month.

Records of these sessions are on file in the counselors office. This documentation is confidential and has been maintained since the onset of the program. The participants are aware that they may come for counseling at any time it is needed, but they also have the scheduled monthly appointment. The participants used the counseling time extensively. There is good communication between counselor and participants. Special group sessions were held for both social and academic awareness. The attendance was best at activities that were more "self" oriented. Group activities that centered around eating were also well attended. (See Appendix I for monthly newsletters and activities.)

The counseling has proven to be a very valuable component of the program.

Objective: To provide supportive services.

Achievement: The Re-Entry Program has provided it's participants with additional supportive services:

1. Each student is required to sign a weekly attendance sheet located in the program office. This provides the staff with the opportunity to talk weekly with each student.
2. The office maintains an "open-door" policy and is often congregating place for many of the students. Each student knows that the Re-Entry office is there to serve their needs. Peer support is also encouraged and maintained among students.
3. The office offers assistance in applying for other forms of financial aid (grants, scholarships, loans, and work study).
4. Many agency referrals are made including: AFDC, food stamps, utility payments, vocational rehabilitation, low-income housing, counseling (Pathways), medical assistance, Social Security, Department of Employment Services, and legal services.
5. Institutional referrals are made including: Special Services (tutorial), financial aid, continuing education and student government as well as referrals to developmental classes.
6. Special workshops that were provided for the students included: study skills, employability skills, time management, diet and exercise, craft projects, Holiday parties, stress management, developing a professional image, cake decorating and legal services.
7. A child care provider referral list was established in the Re-Entry office.

Objectives: To assist participants in the formulation of realistic educational goals.

Achievements: During the Orientation Session each student was given the KUDER Interest Inventory and the Myers Briggs Type Indicator. The data from these tests were interpreted to each participant during an individual session and are maintained in their file. Several other tests were given throughout the orientation which were directly related to goals, values, self-direction, and needs assessment. The students were encouraged to use the library, audio-visual aids, and career information literature, (computerized career assessment) to facilitate exploration. The students were encouraged to asses realistically their goals and explore educational and career interests.

Objectives: To create awareness of sex bias/stereotyping issues.

Achievements: Participants attended sex bias workshops with Pat Borne from Northern Kentucky University and a presentation on the Superwoman Syndrome was made to many participants by the counselor Sue Niestroy.

Objectives: To enroll in Employability Skills Seminar at Ashland Community College to gain employability skills.

Achievements: All second year participants were enrolled in CMS 120 (Employability Skills).

RESULTS AND CONCLUSIONS

The participant's quotes and evaluations indicate a common belief that the Single Parent/Homemaker Program is a very successful and beneficial program. (See Appendix II, Evaluations Summary). The program has provided the participants with the necessary services that has enabled them to enroll and succeed in college. The financial aid enabled them to enroll in college but the other supportive services added to their ability to remain in school.

The program enabled the single-parent/adult homemaker to take control of their own lives and become stronger and more self-confident human beings, even in the midst of difficult circumstances. It provided information about matters that are of great importance to these individuals. They began to realize that they are not the only ones facing difficult times and a support system was formed among the program participants.

Recommendations on Findings

Findings: Orientation session was very valuable to the participants.

Recommendations: This part of the program was very necessary for this particular group of participants. Most of them were in a transition and their level of confidence was very low. The orientation increased their level of self-confidence and made them feel like they were worthwhile and an important person. It also helped to reduce their high level of anxiety about attending college. They also discovered that they were not alone in their particular situations. They made friends and a peer support system seemed to evolve from the orientation. Orientation was very valuable to the successfulness of the program.

Findings: Financial support was necessary in order for the participants to obtain marketable skills.

Recommendations: Without the financial support these students would not have been able to enroll and remain in school.

Findings: The students lacked information about community resources available to them.

Recommendations: Many referrals were made to local community organizations and agencies that provided services that were very beneficial to the participants.

Findings: The students were under a great deal of emotional stress.

Recommendations: A stress management workshop was a part of the Orientation. Two support group sessions were devoted to stress management and relaxation.

Findings: Holiday celebrations were important to the participants.

Recommendations: The holiday activities were important to the participants. They had no other social activities to attend and needed our social functions.

Findings: The coordinator gained a great deal of knowledge by attending available workshops and conferences related to the single-parent homemaker.

Recommendations: The coordinator and counselor attended various professional development workshops with the single-parent focus. There is a continued need for these workshops and networking of programs across the state.

Findings: The program is meeting the needs of only a small group of individuals.

Recommendations: This program provided training for forty-four (44) the office has on file approximately one hundred applicants for the fall semester. We will serve at least forty (40) and hope to help more on a limited basis.

Findings: There was a tremendous need for emergency funds.

Recommendations: Cooperations with outside networks were formed between private organizations and individuals to assist in providing emergency funds such as for groceries, rent, utilities, and clothing.

Findings: There was a continued difficulty in the attendance for special workshops.

Recommendations: Design a required lab bi-monthly to rap work on special needs area.

Findings: The students are becoming aware of sex bias stereotyping.

Recommendations: Organize workshops oriented to dealing with sex bias and the use of resource centers.

Findings: There is a need for a work orientation, job development and job readiness skills seminar for this target group.

Recommendations: This type of orientation needs to become a part of the present Re-Entry program. These seminars need to be held at least twice a year and serve individuals who are not full time students in our program but seeking immediate employment.

Findings: There is continued anxiety in applying for a job.

Recommendations: The student needs several sessions of self-directed job search.

Findings: The percentage of unsuccessful completions decreased from previous year to 11% (5 students).

Recommendations: These students have so many daily problems that they are unable to devote the necessary time to their studies. During personal counseling more emphasis needs to be placed on priorities and time management. Also the students weak areas need to be identified early in the semester so they can receive tutoring.

SUPPLEMENTAL MATERIAL

Publicity

Participants for the program were recruited through referrals from the colleges financial aid office, other community agencies and personal contacts by the coordinator. Brochures describing the program were distributed throughout the community explaining the program. Communications were also sent to public and private agencies asking for referrals. Word of mouth was also an effective recruiting tool. Recruitment and selection process was necessary in order to serve those most in need.

A monthly newsletter was also sent to participants.

Records Documentating Greatest Financial Need

The application included information relating to income. Also the participant was required to complete a verification of income for office files. (See Appendix V for Application)

Number of Single Parents or Homemakers by Sex, Race, and Financial Need

43 females
1 black/females
42 white/non-hispanc
1 male/white
66% Graduates employed full-time 10/15

Participant Update

44 Approved participants
44 Served participants
9 Voluntary withdrawals
5 Unsuccessful completions
13 Graduates (4 employed)
17 Carryovers returning to Ashland Community College
11% Unsuccessful Completions (less than 2.0 accumulative GPA)
89% Successful Completions

Cooperative Effort with Other Agencies

The available services both in the community and within the college were utilized. The Special project at the college provided tutoring and academic counseling. the following chart summarizes the services used by the participants.

Ashland Community College

A.	Special Services Project	
	1. tutoring	33
	2. counseling	17
	3. career testing	12
B.	Work Study	11
C.	Financial Aid/ Student Services	44

Department of Social services

A.	AFDC	31
B.	Bureau of Social Insurance	20
C.	Heating Assistance	0
D.	Low-income Housing	11
E.	Pathways	14
F.	Legal Aid	4
G.	Medical Assistance	32
H.	Vocational Rehabilitation	2
I.	Department for Human Resources	2

In addition to suing services offered by the above agencies, the following resource people spoke to the participant during the orientation:

Diane Setter, Pathways
Kay Runyon, FIVCO Area Health Department
Larry Miller, Department for Social Services
Virginia Hager, Northeast Kentucky Legal Services
Marge Scott, WIC Program

APPENDIX

I. MONTHLY NEWSLETTERS

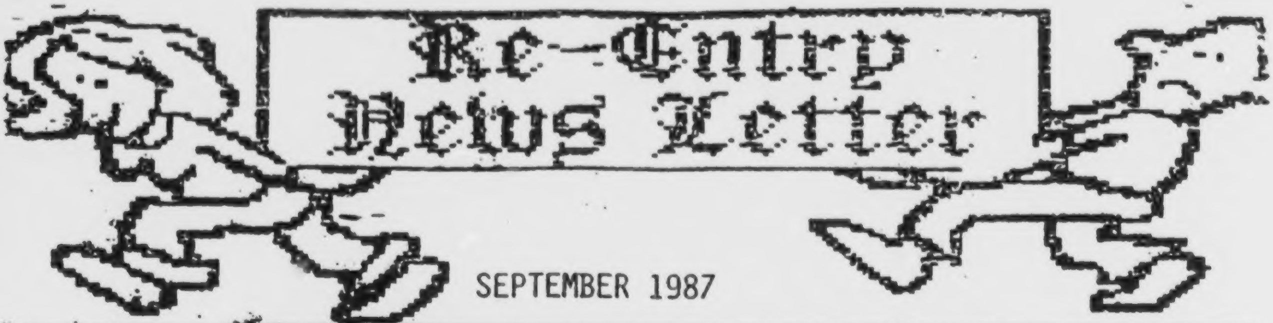
II. EVALUATION SUMMARY

III. ORIENTATION SCHEDULE

IV. PUBLICITY

V. PROGRAM APPLICATION

MONTHLY NEWSLETTERS



Re-Entry News Letter

SEPTEMBER 1987

Ashland Community College

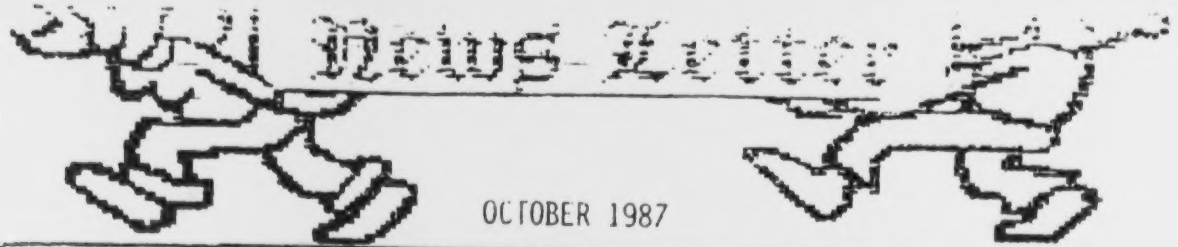
THE RE-ENTRY PROGRAM FOR 1987-88 IS UNDERWAY. WE'D LIKE TO ENCOURAGE YOU TO JOIN US ON WEDNESDAY, SEPTEMBER 9TH AT 12:00 (NOON) IN ROOM A106. OASIS (ONCE AGAIN STUDENTS IN SCHOOL) AND WIT (WOMEN IN TRANSISTION) ARE SPONSORING AN INFORMAL GET TOGETHER WITH SPECIAL SERVICES, STUDENT SERVICES AND RE-ENTRY. REFRESHMENTS WILL BE SERVED. BONNIE COBB FROM PATHWAYS WILL SPEAK ON SELF ASSESSMENT. YOU'LL ALSO MEET NEW FACES:

SUE NIESTROY - JTPA INSTRUCTOR/COUNSELOR
KIM NOLEN - RE-ENTRY OFFICE ASSISTANT

REMEMBER TO SIGN UP FOR COUNSELING WITH SUE AND SEE KIM ABOUT YOUR MILEAGE AND CHILDCARE REIMBURSEMENT.

IMPORTANT DATES

SEPTEMBER 10 - CPP 8:30 A.M. ROOM 433
ACT 6:00 P.M. ROOM 433
SEPTEMBER 16, 23, 30 - OASIS/WIT BROWN BAG LUNCH
ROOM 306 - 12:00 NOON
SEPTEMBER 24 - SUPPORT GROUP - STRESS MANAGEMENT
ROOM 306 - 12:00-1:30



News Letter

OCTOBER 1987

Ashland Community College

OCTOBER LOOKS LIKE IT WILL BE A GOOD MONTH FOR EXTRA ACTIVITIES TO ENHANCE YOUR SCHEDULE. BEFORE WE GO ON WITH THOSE, LET'S LOOK BACK FOR A MINUTE AT OUR SEPTEMBER BIRTHDAYS. HAPPY BIRTHDAY TO:

LINDA McADOW
PERRI COLLIER
ANNA CONN
DONNA RIGSBY
RUTH THOMPSON
TERESA BARBER
DEBORAH HENSLEY
SUE NIESTROY

CAKE WAS SERVED IN THEIR HONOR AT THE FIRST OASIS/WIT MEETING IN ROOM A106 ON SEPTEMBER 9TH. WE WILL CONTINUE TO RECOGNIZE OUR BIRTHDAYS AT ONE OF THE OASIS/WIT BROWN BAG LUNCHES HELD ON WEDNESDAYS FROM NOON UNTIL 1:00 P.M. JOIN US IN ROOM 306!

OUR SPEAKER THIS MONTH WILL BE MS. JANET GUSKY FROM PARENTS ANONYMOUS SPEAKING ON PARENTING ON WEDNESDAY, OCTOBER 14TH AT NOON. OTHER WEDNESDAY'S LUNCHES WILL INCLUDE AN OCTOBER BIRTHDAY PARTY FOR:

JAMIE WRIGHT
WILLIE McCULLOUGH
SHARON MESSER

THE SUPPORT GROUP THIS MONTH WILL BE A FURTHER DISCUSSION ON PARENTING SKILLS AND WILL BE HELD ON MONDAY, OCTOBER 19TH AT NOON IN ROOM 306. PLEASE MARK YOUR CALENDARS. (WE HAD GOOD ATTENDANCE AT OUR SEPT. SUPPORT GROUP.)

SIGN UP FOR YOUR OCTOBER COUNSELING APPOINTMENT EARLY. THIS WILL ENABLE YOU TO HAVE THE TIME THAT SUITS YOU BEST.

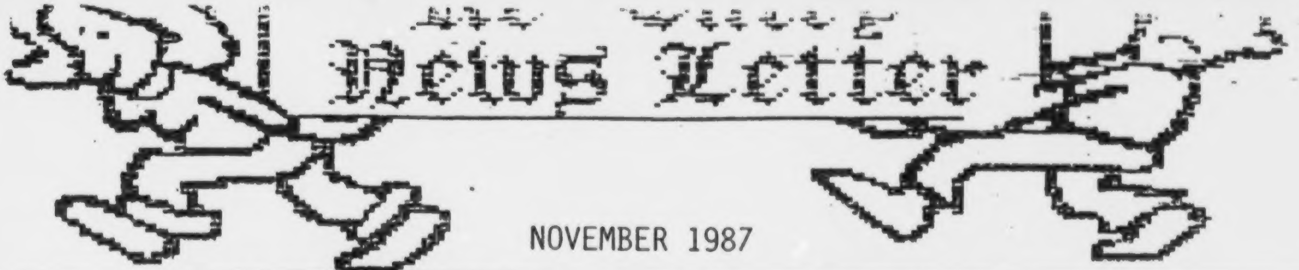
IMPORTANT DATES

WEDNESDAY, OCTOBER 14 12:00 NOON IN RM 306	OASIS/WIT MEETING W/JANET.GUSKY FROM PARENTS ANONYMOUS
FRIDAY, OCTOBER 16	SEMESTER MID POINT
MONDAY, OCTOBER 19 12 NOON IN RM 306	SUPPORT GROUP ON PARENTING
WEDNESDAY, OCTOBER 28 12:00 NOON IN RM 306	NUTRITION QUIZ VIDEOTAPE

DON'T FORGET THE BIRTHDAY PARTY THIS MONTH!

HAPPY PUMPKIN MONTH !!!

Louise Sharon Kim Sue



News Letter

NOVEMBER 1987

Ashland Community College

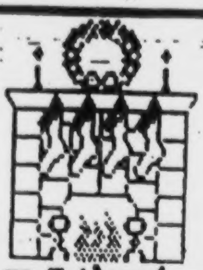
October was such a busy month and November promises to be action packed too. The monthly meeting of Women In Transition continues to grow in popularity. Remember our brown bag lunch every Wednesday as OASIS (Once Again Students In School). Legal Services will be here Wednesday, November 4th to talk about current legal issues of particular interest to women. The Birthday party this month will be held November 18th and will honor:

Margo Smith
Cindy Vance
Kathy Ferguson
Tindara Tipps
Shelia Conley
Teresa Dixon
Bonnie Haney
Frances Williams
Fern Stubblefield
Carolyn Tingler
Judy Hennecke

We want to strongly urge you to pre-register for spring semester classes during the week of November 8-12. You will assure yourself of the best schedule, increase your holiday vacation time and decrease your headaches commonly associated with registration.

November is a short month with the Thanksgiving Holiday so you have less time than usual to squeeze in that counseling session. Don't forget it!

HAPPY THANKSGIVING



CHRISTMAS CRAFT WORKSHOP

Third Annual

THERE WILL BE SEVERAL CRAFT STATIONS. PLAN TO DROP IN AND MAKE A CHRISTMAS CRAFT. WE WILL PROVIDE SUPPLIES AND "EXPERT" GUIDANCE.

COME JOIN THE FUN

NOV. 17th 11 TO 1

ROOM 306

The Re-Entry Newsletter

December 1987

Well it's December and Finals are upon us but then so are the holidays. We will be celebrating them a couple of ways. On Wednesday, December 9th at 1:45 we will depart from Room 306 for a guided tour of The Toys of Yesteryear Christmas display at the Kentucky Highlands Museum. Let's get in the Christmas mood even more with our Re-Entry Family Christmas party on Thursday, December 10th in Room A106 from 2 - 4. Family members are welcome. We will also celebrate our December birthdays then which include:

Paula Ross
Paula Irving
Cathy McReynolds
Jane Garrison
Linda Selvage

On Friday, December 11th, the Occupational Skills Training Students will hold their graduation ceremonies from 2:00 - 4:00. Congratulations!

Now as for finals, try not to panic. I know that's easier said than done. Study with a purpose. Know what material you will be responsible for on the exam. Look it over several days ahead of time and ask questions about anything that is unclear. To remember information practice recalling. Don't just reread. Arrive early to take the test and be sure to read all directions and samples carefully. Above all, be confident. Find a positive attitude. Last but not least, there are only 15 possible counseling days in December. It will be busy. Don't forget to sign up early to get the best time.

MERRY CHRISTMAS

Louise

Sue Kim

Sharon Miller

HAPPY NEW YEAR !!

We enjoyed our holidays and hope you did too. We're back at work getting ready for Spring Semester and looking forward to seeing you again.

In order to remain in the Re-Entry Program, ALL returning Vo-Ed and JTPA students need to come by and complete some forms.

Re-Entry Spring Registration

Monday, January 11
10:00 - 12:00 A.M. or

Tuesday, January 12
2:00 - 4:00 P.M.

This is when you can pick up your book forms and if all goes well the last check of '87 should be in then too!

All second year second semester Re-Entry students are required to register for Employability Skills (CMS 120).

Finally, the brown bag luncheon will resume on Wednesday, January 20 at noon in Room 306. Let's get together and catch up. Our birthday party will be held January 27 and will honor:

Louise Shytle	Teresa Dixon
Rachel Baldridge	Lorrie Sullivan
Zita Scott	Tindara Tipps

January is a VERY short counseling month. Please be sure to sign up for counseling.

[illegible] Sue Sharon Kim

WELCOME BACK !

February News

WELCOME TO FEBRUARY!

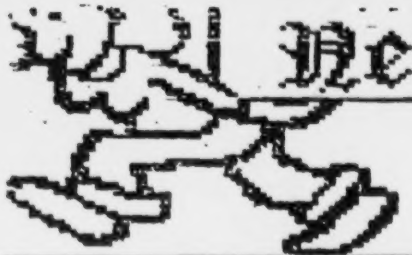
CLASSES ARE UNDERWAY AND AS ALWAYS COUNSELING IS A VITAL PART OF RE-ENTRY. WE'RE GETTING A LITTLE SLACK HERE, FOLKS AND IT'S EVEN TOUGHER TO GET APPOINTMENTS. WE ALL HAVE HEAVIER WORK LOADS. LET'S HAVE 100% IN FEBRUARY. WE HAVEN'T HAD THAT SINCE SEPTEMBER. ANOTHER IMPORTANT ANNOUNCEMENT... SO AS NOT TO MISS ANY CHECKS YOU MUST SIGN YOUR MILEAGE FORM BY THURSDAY, FEBRUARY 4TH AT 3:00 P.M. KIM IS GOING ON VACATION AND THERE WILL BE NO CHECKS FOR YOU IF YOU DO NOT SIGN YOUR SHEETS.

WANT TO MAKE A HEART SHAPED CAKE? BRING A (1) ROUND CAKE (8 OR 9 INCH DIAMETER) AND A SINGLE SMALL SQUARE CAKE (INSTEAD OF TWO ROUND OR TWO SQUARE, BRING ONE OF EACH) AND WE'LL DECORATE THEM ON THURSDAY, FEBRUARY 11TH AT NOON IN ROOM 306. WE ARE STILL MEETING ON WEDNESDAYS AND WE ARE PLANNING THE REST OF THE SEMESTER BASED ON YOUR SURVEY COMMENTS. PLEASE BE SURE TO STOP BY AND COMPLETE A SURVEY.

HAPPY BIRTHDAY TO
DEBBIE PARSONS
KAREN LEGGETT

WATCH FOR THE BIRTHDAY CELEBRATION ANNOUNCEMENTS.

Sharon Sue HAPPY VALENTINE'S DAY Kim Louise



News Letter

MARCH NEWS

Ashland Community College

MARCH IS THE MONTH WE CELEBRATE ST. PARTICK'S DAY AND I CAN'T HELP BUT WISH YOU ALL A BIT OF THAT IRISH LUCK AS YOU GO INTO THE LAST HALF OF SPRING SEMESTER '88. LET'S CELEBRATE THE IRISH WITH A SALAD BAR ON WEDNESDAY, MARCH 9 AT NOON IN ROOM 306. RE-ENTRY WILL SUPPLY THE GREENS (LETTUCE) AND SALAD DRESSINGS. YOU BRING SOMETHING TO ADD TO THE SALAD (CUCUMBER, GREEN PEPPER, CHEESE, HARD BOILED EGGS, CROUTONS, ETC.) LET'S GET BACK TOGETHER ON WEDNESDAYS!

THURSDAY, MARCH 3RD IS THE SEMESTER MIDPOINT. IT'S HALF OVER THEN AND IN CASE YOU DIDN'T KNOW, SPRING BREAK IS MARCH 13-18. WE'LL STILL BE HERE THAT WEEK IF YOU WANT TO SIGN UP FOR COUNSELING. (HINT, HINT)

THE WEEK OF MARCH 19-26 IS WOMEN'S WEEK AT ACC. THIS IS A SPECIAL PROJECT DESIGNED TO CELEBRATE WOMEN AND MANY VALUABLE PROGRAMS ARE BEING OFFERED INCLUDING A FREE PROFESSIONAL PLAY. TO ENCOURAGE YOU TO ATTEND THESE PROGRAMS WE WILL ENTER YOUR NAME IN A DRAWING BOX FOR EVERY PROGRAM YOU ATTEND (& SIGN THE REGISTRATION ROSTER). PRIZES ARE BEING COLLECTED BUT WILL INCLUDE SUCH THINGS AS FREE FAST FOOD, BOWLING AND SKATING PASSES AND MOVIE TICKETS. LET'S TURN OUT FOR THESE PROGRAMS AND BRING FRIENDS!!

MARCH (AND FEB.) BIRTHDAYS WILL BE CELEBRATED ON MARCH 9 AT THE SALAD BAR PARTY. MARCH 9 AT THE SALAD BAR PARTY. MARCH BIRTHDAYS INCLUDE:

DARLENE KAZEE
CARLA JORDAN
NAOMI TRIPLETT
CONNIE HALL

Sharon

Louise

HAPPY ST. PATRICK'S DAY

Kim

Sue

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April News

This is the last newsletter of the year and of course it wouldn't be a Re-Entry Newsletter if I didn't remind you to sign up for counseling. Those people with perfect attendance are being awarded a free pizza buffet at Mr. Gatti's. Those of you without perfect attendance - DO NOT DESPAIR!

ON THURSDAY, APRIL 28th from 3:00 p.m. until we will have a final festive gathering with many many prizes available such as free roller rink passes, putt putt golf passes and more free food coupons to name a few. We will be serving hot dogs, potato salad, brownies, chips and beverages. Bring your children and let's have one fun time before finals begin and school ends for the summer. Drawing for prizes will be held at 4:00 p.m. If you attended Women's Week sessions, please be there. (Location depending on weather)

Our April (and March) birthday party will be celebrated then and our May graduates will be honored.

APRIL BIRTHDAYS

Cathy Sparks
Andrea Strassburg
Delores Hamilton
Kim Nolen

COME JOIN THE FUN!

One last thing - WE NEED A FAVOR. Please help us by promoting the special summer program. Tell your friends and neighbors about how valuable the program can be. We have brochures available, encourage people to attend!

An Equal Opportunity Institution

II. EVALUATION SUMMARY

RE-ENTRY PROGRAM ORIENTATION EVALUATION

INSTRUCTIONS: You are being asked to earnestly and sincerely evaluate this Orientation program. This is only to help us improve upon future programs~~,~~ so you need not sign your name on this evaluation form.

1. Materials used for the seminar were appropriate.

Outstanding	Good	Satisfactory	Poor
____	____	____	____

2. Concepts the group wanted to explore during the seminar were delt with effectively.

Outstanding	Good	Satisfactory	Poor
____	____	____	____

3. Career exploration and self-exploration were adequately integrated throughout the seminar.

Outstanding	Good	Satisfactory	Poor
____	____	____	____

4. I would recommend this seminar to others in the college.

Outstanding	Good	Satisfactory	Poor
____	____	____	____

5. The sessions exhibited planning and preparation.

Outstanding	Good	Satisfactory	Poor
____	____	____	____

6. The subject matter and materials were well organized.

Outstanding	Good	Satisfactory	Poor
____	____	____	____

7. The presentations were of high quality.

Outstanding	Good	Satisfactory	Poor
____	____	____	____

8. My overall rating of the training program.

Outstanding	Good	Satisfactory	Poor
____	____	____	____

9. Please evaluate the following presentations:

A. Jeannette Jennings, "Overcoming Math Anxiety"

Outstanding	Good	Satisfactory	Poor
____	____	____	____

B. Uma Swanson, "Assertiveness Training"

Outstanding	Good	Satisfactory	Poor
____	____	____	____

C. Liz Barnette, "Time Management"

Outstanding	Good	Satisfactory	Poor
____	____	____	____

D. Carole Greene, "Library"

Outstanding	Good	Satisfactory	Poor
____	____	____	____

ADDITIONAL COMMENTS AND SUGGESTIONS

I What three aspects did you find most helpful?

II. What three aspects did you find least helpful?

III. What recommendations could you offer for improving the program?

IV. Please write a personal evaluation of this week of training, of your progress, and of your feelings about this program and being part of it.

RE-ENTRY PROGRAM EVALUATION
FALL 1986

The purpose of this questionnaire is to help our staff assess and improve its program.

You do not have to sign your name, just complete and return to our office. Thank you for your cooperation.

1. What aspects of the program have you liked most so far or found most helpful up to this point?

2. What aspects have you liked least or found least helpful up to this point?

3. What reccommendations could you offer for improving the program?

4. Please write a personal evaluation of your feelings about this program and being a part of it.

RETURN BY MARCH 13, 1987

WE NEED YOUR QUOTES

How do you feel about the Re-Entry Program?

Signed______________________________

RETURN BY MARCH 13, 1987!!!!!

WOULD YOU PLEASE PUT IN WRITING WHAT THE RE-ENTRY PROGRAM HAS DONE FOR YOU. --

It has helped me to be able to attend my classes by paying my gasoline expenses. The staff has been a real encouragement for me. They have always been there when I needed someone to talk to. Please don't ever do away with this program. There are so many people who could benefit from it. Thanks for all your help.

Mary Williams 3-28-88

The Re-Entry Programs has helped me our a lot. The staff are always ready to listen to you and help. The gas mileage helps too. I think it is a real good program for us women (men if any?). It gives us help in ways that can help us keep coming to school.

Rhonda Mullins 3-11-88

It has really helped me a lot by meeting other people, and feeling good about myself. If it wasn't for this program I wouldn't have made it through my problems. I really like all the people that are over the Re-Entry Program. It really helps people that has been out-of-school for awhile, and that has children. They have a lot of interesting meetings and special events. I hope they never do away with this program.

Vickie Minix 3-11-88

Re-Entry has given me the impetus and support, financially and spiritually to begin a task I didn't think myself capable of. I have made new friends that are contributing to my growth as a student and an individual. The peer group attitude is so supportive that I know if I need help it is here.

Paula Irving 3-11-88

My life was a mess when I started in this program! The kindness, common sense, and persistence of the Re-Entry staff, the Re-Entry participants, the ACC counseling staff, my teachers, and my class mates has been invaluable in helping me to acknowledge and use my potential to begin building a happy fulfilling life for my daughter and myself. The nurturing I have received here was mainly responsible for releasing me from a paralyzing terror of failure, helping me to set goals, and showing me how I can reach the goals. ACC is a very good school - meeting varied needs. The Re-Entry program was really geared to my needs. I made the Dean's List my first semester and am transferring to a 4-year program at Morehead. Thank you!

Julia Kelly 3-9-88

The Re-Entry Program has helped me a lot. Without the program it would be really hard, if not impossible for me to drive from Grayson to ACC. I have really enjoyed the program a lot. Everyone has been very nice and very helpful to me. I want to thank everyone for everything.

Carla Jordan 3-29-88

Helped me with the expenses of getting to and from school. Without mileage and child-care help I would have had an extremely hard time in completing my education. I also had the feeling that the office staff really care this was a big help to me. Great program! Thanks

Cathy McReynolds 3-29-88

Re-Entry has been very helpful in counseling. It has helped with paying child care. If I did not have this help I would not be able to attend school because of the expense.

Connie Hall 3-11-88

The Re-Entry program has helped me financially by paying for child care and mileage. They have also helped by listening to personal problems that I have had. The Re-Entry staff is very supportive and understanding.

Lorie Sullivan 3-4-88

Aided my financial situation. Could not have made it without them.

Teresa Barber 3-30-88

The Re-Entry program has helped me out financially. Everyone that is very supportive. I really feel if I had a problem, I could go to anyone of them and they would listen and help if possible. Without the program I could not afford to go to college because of babysitting fee. Thanks for being there! You all are wonderful.

Debbie Cook 3-11-88

The Re-Entry Program gave me a chance to further my education by easing my mind about baby-sitting fees and gas expenses. The counseling has been great. Lots of times I have felt frustrated to a point where I thought "whats the use" but after talking out my problems (whether school or home) I go back with a brighter outlook ready to face reality again. Thanks for the unscheduled times I´ve taken also.

Linda McAdow 3-30-88

The Re-Entry program has helped me in a lot of ways. First, it has provided me financial support, without it, I would probably not be able to be here. Second, it has given me someone to turn to whenever I may have needed a boost of confidence to carry on. I have meet some very nice helpful people, whom I hope to never lose contact with as the years pass.

Rachel Baldridge 3-30-88

I has help me to grow as a person. To help me stay in school without this help I really could not say were I would be today. I hope they will continue to be here.

Ruth Thompson 3-88

Has been very helpful in providing money for books, gas, and child care. I enjoy the people whose efforts in maintaining the program have been excellent.

Gave me gas money to get to school. Helps you through a hard time.

Donna Rigsby 3-31-88

The financial support has made the difference betweeen going to school with ease or difficulty. The major help has been the counseling, help working out problems as the have arisen. The encouragement they gave definetly kept me going.

Jane Garrison 3-30-88

24 completed
survey
about 1/2
attended specia
programs
usually liked th
better

OASIS - Once Again Students In School

WIT - Women in Transition

SURVEY
-- SUMMARY

1. Did you attend any of our brown bag programs on Wednesdays at noon last semester?

13 YES   11 NO

2. Occasionally we offered special programs such as speakers or birthday celebrations. How did you feel about those sessions?

8 Liked them better
5 About the same
___ Did not care for them as much
___ Did not attend

3. Please rate our Fall 1987 special topics

A. Self-Esteem Program with Bonnie Cobb (and luncheon in A106) Sept. 1987

3 Very good
\ Boring
\ Okay
\ Did not attend
\ Suggestions for improvement

B. Managing Stress in School Support Group (Sept. 1987)

\ Very good
\ Boring
\ Okay
\ Did not attend
\ Suggestion for improvement

C. Nutrition Quiz Video (October 1987)

\ Very good
\ Boring
1 Okay
\ Did not attend
\ Suggestion for improvement

D. Legal Services (October 1987)

4 Very good
1 Boring
4 Okay
\ Did not attend
\ Suggestion for improvement

E. Parenting (October 1987)

1 Very good
\ Boring
2 Okay
\ Did not attend
\ Suggestion for improvement

F. Craft Workshop (November 1987)

4 Very good
1 Okay
\ Suggestion for improvement
\ Boring
\ Did not attend

G. Legislative Update (November 1987)

1 Very good
1 Okay
\ Suggestion for improvement
\ Boring
\ Did not attend

H. Christmas Party (December 1987)

4 Very good
3 Okay
\ Suggestion for improvement
\ Boring
\ Did not attend

4. We are scheduling our 1988 OASIS/WIT programs. Please check the ones which you would attend.

5 Cake Decorating
10 Assertiveness Training
11 Makeup & Business Dress (Makeovers)
5 Alcohol and Substance Abuse
11 Marriage and Intimate Relationship Skills
12 Money Management
10 Job Hunting Skills
7 Career Exploration
5 Study Skills (note taking, test taking, term papers)
3 Food Stamp Regulations
5 Interior Decorating
10 Women's Issues
1 Other parenting

5. If you did not attend programs last semester please take a minute and let us know why.

3 Did not know about it
19 Scheduling conflict
1 No interest in attending
___ Saw no purpose in attending
1 Other had difficulty ~~[illegible]~~g obtaining child care

Comments

Establish clearer speakering parameters
Didn't attend because I'd heard it all before
Have it half structured, half unstructured
Poll students for questions ahead

ORIENTATION SCHEDULE

ASHLAND COMMUNITY COLLEGE
UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND, KY 41101
(606) 329-2999

MEMORANDUM

TO: PEP Participant

FROM: Louise Shytle L.S.
Coordinator
Re-Entry Program

DATE: July, 1987

SUBJECT: PEP

We have received your registration for our Pre Enrollment/Employment Program and look forward to meeting you on Monday, August 10, 1987.

Please come prepared for a week of goal setting, discussion making and work preparation.

PEP will begin at 8:30AM - 12:30PM daily, August 3-7, 1987. See you there!

ASHLAND COMMUNITY COLLEGE
UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND, KY 41101
(606) 329-2999

PRE-EMPLOYMENT PROGRAM

Sponsored by Re-Entry Program

Ashland Community College

A Career Education Program

Dear Program Participant!!!

The staff of the Re-Entry Program at Ashland Community College would like to welcome you to what we believe will be an exciting week for you. We have developed a week long program that will increase your awareness and understanding of the educational and career resources materials and information available to you. The staff will be giving you our best and hope you will do likewise. Together we'll make it work.

Again - Welcome and remember, "Life is a journey not a destination."

UNIVERSITY OF KENTUCKY
ASHLAND COMMUNITY COLLEGE
1400 COLLEGE DRIVE
ASHLAND, KENTUCKY 41101
(606) 329-2999

MEMORANDUM

TO:

FROM: Louise Shytle

DATE: August 11, 1986

SUBJECT: Re-Entry Program

Thank you for planning to be a part of our Re-Entry Program Orientation for Fall 1986. We are looking forward to your visit and presentation to our students.

The day, date and time scheduled for you is:____________________
____
____

If any changes are necessary, please contact us in the Re-Entry office at your earliest convenience. Our telephone number is 329-2999 ext. 204.

PRE-ENROLLMENT/EMPLOYMENT PROGRAM
August 3-7, 1987
8:30 - 12:30

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 - OPENING 1. Introductions Staff Participants "Why I Came" "What I Always Wanted To Be" 9:00 - 2. Goals and Objectives of PEP 9:30 - Career Collage 10:30 - BREAK 10:45 - Interaction 11:15 - Summarizing 11:30 - Employment Career/Survey 12:20 - CLOSING	8:30 - OPENING REMARKS 8:45 - Strong Campbell Vocational Interest Assessment 9:30 - Film Strip/Tape Overview Career Education 10:00 - Attitude Study (toward non-traditional careers) 10:20 - BREAK 10:30 - Virgil Davis Communication 12:00 - Special Services 12:20 - CLOSING	8:30 - OPENING The World's of Education and Work 9:00 - Self Assessment Bonnie Cobb 10:15 - BREAK 10:30 - What do people do after high school? 11:00 - Skill Identification 12:20 - CLOSING	8:30 - OPENING Education Information ACC/Re-Entry 9:00 - Library 9:30 - Employer Expectations Dan Bailry 11:00 - Continuing Ed Program in our Community Resume - definition Job Applications Test Taking 12:20 - CLOSING	8:30 - OPENING Employer Education "Where to go" 9:30 - Personal Management 10:30 - Time, Money, Energy 11:00 - Interviewing 11:30 - Evaluation 12:20 - CLOSING

BEST COPY AVAILABLE

PUBLICITY

ASHLAND COMMUNITY COLLEGE
UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND KY 41101
(606) 329 2999

FOR ALL MEDIA:

A one week pre-employment program (PEP) is being planned at Ashland Community College, August 3-7, 1987, 8:30-12:30, Room 306.

PEP is for those lacking marketable skills and work experience and/or need refreshed in employability skills. Personal growth and development, job seeking skills and job retention skills will be emphasized.

Please call to register at 329-2999 Ext. 204. There is no cost to participant.

This program is offered through the Re-Entry Program at Ashland Community College and funded by the Office of Vocational Education.

Training program meeting Aug. 10

ASHLAND — An informational meeting on the occupational skills training program at Ashland Community College will be held Monday, Aug. 10, in the school's auditorium at 10 a.m.

The five-month training program is scheduled to begin Aug. 20 and end Dec. 18.

This program is funded through a grant from the TENCO Private Industry Council, under the Job Training Partnership Act. This program is free to income eligible residents of Boyd and Greenup counties.

For more information call Louise Shytle at 329-2999, extension 204, or the Department for Employment Services at 329-9484.

7-17-87

Turn to IN THE NEWS, Page 15

Continued from Page 14

ASHLAND COMMUNITY COLLEGE
UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND, KY 41101
(606) 329-2999

July 9, 1987

Dear Student:

Hope you are enjoying your summer! We are starting to prepare for the fall semester and need your help.

First we need to know if you still plan to be a full-time student this fall and participate in our program. It is also now required that all participants must file the Kentucky Financial Aid Form (Pell Grant). Since it takes four to six weeks to process the form, this needs to be done as soon as possible. I also need to know if there has been a change in your income.

To remain in the Re-Entry Program, please complete the attached form and return to our office by July 24, 1987.

Enjoy the remaining days of summer. We look forward to seening you in August.

Sincerely,

Louise Shytle, Coordinator
Re-Entry Program

NAME ______________________________ __________

YES / NO I plan to return to ACC as a full-time student Fall 1987.

YES / NO I plan to participate in the Re-Entry Program.

Have you filed a Kentucky Financial Aid Form? YES____ NO____

Is there a change in you yearly income? YES____ NO____
If so, please explain.______________________________

Detach and return by July 24, 1987 to: Louise Shytle
1400 College Drive
Ashland, KY. 41101

RE-ENTRY PROGRAM

INTEREST FORM

Name ____________________

Address ____________________

City ______________ Zip ____

County ____________________

Phone ____________________

Applying for:

Full-time college ______

Occupational-Skills Training ______

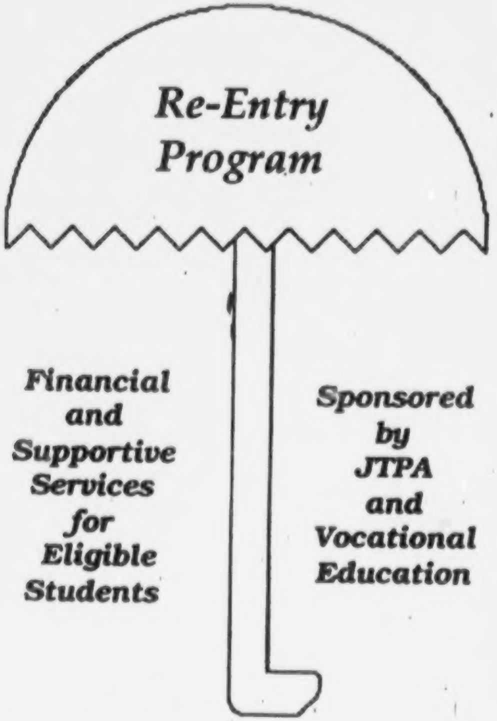
Seminars and Workshops

Math Anxiety ______ PEP ______

OASIS ______ W.I.T. ______

Mail this form to:

Ashland Community College
Re-Entry Program
1400 College Drive
Ashland, KY 41101



Re-Entry Program

Financial and Supportive Services for Eligible Students

Sponsored by JTPA and Vocational Education

Ashland Community College

All applicants meeting the appropriate academic requirements and technical standards shall be considered equally for admission to a community college or any academic program thereof regardless of race, color, religion, sex, marital status, national origin, age, or handicap.

WHAT IS THE RE-ENTRY PROGRAM?

A program designed to provide financial assistance, supportive services (transportation and childcare costs) and counseling to eligible participants.

WHO QUALIFIES?

I. Economically disadvantaged youth and adults who have specific barriers to employment--Must be certified eligible for services according to JTPA guidelines.

II. Single parents.

III. Adult homemakers who desire skill development in order to secure full-time employment.

Program Staff:
Louise Shytle, Coordinator
Dena Stephens, Office Assistant

PROGRAM SERVICES

Full-time College Students

Provide financial services (transportation and childcare) to full-time students enrolled in two-year technical programs at Ashland Community College.

Provide counseling to aid each individual student in self-assessment, developing a positive self-concept and setting realistic and meaningful goals.

Provide assistance upon completion of program in finding related and meaningful employment.

Occupational Skills Training

Provides student with paid work experience in one of the following areas: secretarial-word processing, accounting-general office clerk, service worker, and retail sales-apparel and textile.

Enroll student in two college classes related to their work experience.

GAIN QUALITY TRAINING AND COUNSELING FROM PROFESSIONALS WHO ARE WILLING TO SHARE THEIR KNOWLEDGE

SEMINARS/WORKSHOPS

Various seminars and workshops to assist the single parent/adult homemaker are offered at Ashland Community College. These include:

Women in Transition (W.I.T.)
Monthly women's support group to explore options during time of transition, assess strengths, improve self-image, focus on skills and positive qualities.

Pre-employment Planning (PEP)
Emphasizing personal growth and development, job seeking skills and job retention skills.

Once Again Students In School (OASIS)
Weekly support group for students returning to school. Provides nurturing atmosphere for adult students dealing with the pressures of college.

Overcoming Math Anxiety
To help women overcome math anxiety and raise their level of self confidence.

◆

COST
- All services are free to eligible students.
- Re-Entry funded by TENCO-PIC and Office of Vocational Education.

ATTENTION SOPHOMORES!!!

RE-ENTRY PROGRAM

FINANCIAL and SUPPORTIVE
SERVICES
AVAILABLE TO ELIGIBLE STUDENTS

FOR INFORMATION
COME TO
ROOM 306

****

AN EQUAL OPPORTUNITY INSTITUTION

ASHLAND COMMUNITY COLLEGE
UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND KY 41101
(606) 329 2999

FOR RELEASE TO ALL MEDIA

The Re-Entry Program at Ashland Community College is accepting applications for the Fall semester.

Financial assistance, counseling, and other supportive services are available to eligible full-time college students and a limited number of part-time students. There is a special emphasis on helping the single parent and/or adult homemaker.

The Re-Entry Program is funded by the TENCO Private Industry Council and the Carl Perkins Vocational Education Act. The deadline for applications is July 24, 1987.

For further information, call Louise Shytle at 329-2999 Ext. 274.

ACC accepting re-entry applications

7-13-87

ASHLAND — Ashland Community College is accepting re-entry program applications for the fall semester.

The program, funded by the TENCO Private Industry Council and the Carl Perkins Vocational Education Act, will give financial assistance, counseling and other supportive services to full-time college students and a limited number of part-time students. Special emphasis is placed on the single parent or homemaker.

Deadline for applications are July 24.

ACC will also hold a free one week pre-employment program (PEP) Aug. 3-7. The program hours are 8:30 a.m. to 12:30 p.m. in room 306.

PEP is for persons lacking marketable skills and work experience, or for those who want to refresh employability skills.

WHO
are W.I.T.?

- Homemaker with dissolution of marriage.
- Single heads of household with lack of adequate job skills.
- Current homemakers seeking non-traditional employment.
- Women in traditional jobs who wish to seek non-traditional jobs.
- Those desiring career changes or enter employment for first time.

WHAT
is W.I.T.?

A series of mini workshops designed to assist women in transition, conducted by professionals from various fields:

Self Assessment
Legal Assistances
Value Clarification
Decision Making
Financial Aid Information
Study Skills
Communication
Career Exploration
Assertiveness Training
Parenting Skills

WHEN
are the meetings?

Monthly sessions are held the second Wednesday of each month at ACC at 12:00 noon.

Orientation
September 9, 1987
Room A106, 12:00 Noon
Ashland Communnity College.

COST

There are no charges for participating in W.I.T.

"All participants shall be considered equally for participation in a community college program regardless of race, color, religion, sex, marital status, national origin, age, or handicap."

FOR MORE INFO.
CONTACT THE
RE-ENTRY PROGRAM
AT ASH. COMM. COLL.
1400 COLLEGE
ASHLAND, KY OR
CALL 329-2999/204

Women
In
Transition

A new project developed by the
Re-Entry Program at
Ashland Community College

A Federally Funded Project under the Carl Perkins Vocational Education Act and the Job Training Partnership Act.

COMMODITIES!!!

TO APPLY BRING:

1. SOCIAL SECURITY NUMBER FOR ALL MEMBERS OF FAMILY (WHERE AVAILABLE)

2. PROOF OF RESIDENCY
   EXAMPLES: UTILITY BILL
   RENT RECEIPT
   DRIVER'S LICENSE

3. MEET INCOME REQUIREMENTS

4. SIGN-UP LOCATIONS

TUESDAY, OCTOBER 27
HILLCREST
LAUNDRY ROOM
8:30 - 12:00

WEDNESDAY, OCTOBER 28
GLALOW
LAUNDRY ROOM
8:30 - 12:00

THURSDAY, OCTOBER 29
OLD TB HOSPITAL
8:30 - 12:00

WEDNESDAY, NOVEMBER 4
UNITY SQUARE
RECREATION ROOM
8:30 - 12:00

TRANSPORTATION TO HILLCREST BRUCE
ON TUESDAY WILL BE PROVIDED
MEET IN ROOM 306 AT 9:00 A.M.

TRANSPORTATION TO GLALOW APTS. WILL
BE PROVIDED ON WEDNESDAY
MEET IN ROOM-306 AT 9:00 A.M.

University of Kentucky
Inter-Office Exchange

Date 10-12-87

Memo to ALL FACULTY from SUE A. NIESTROY

TAKE ACTION INDICATED NOT LATER THAN

Return to me ( )
See me personally ( )
Need not be returned ( )
Being sent for your information ( )
Furnish data requested ( )
Take action indicated ( )
Take up with ( )
Investigate and report to . ( )
Express your judgment ( )
Set time when we may discuss this ( )
( )

SUBJECT { MID SEMESTER PROGRESS
( ) SEE ATTACHED SHEETS

ATTACHED IS A LIST OF RE-ENTRY PROGRAM PARTICIPANTS. IF ANY OF THESE STUDENTS ARE IN YOUR CLASSES, I WOULDS APPRECIATE IT IF YOU WOULD TAKE A MINUTE TO COMMENT BY THEIR NAME ON THEIR ATTENDANCE, QUALITY OF WORK & ANY OTHER SUGGESTIONS YOU HAVE FOR THEIR IMPROVEMENT.

SN

PUT IT IN WRITING Written messages save time, reduce errors and prevent interruptions

ASHLAND COMMUNITY COLLEGE
UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND, KY 41101
(606) 329-2999

MEMORANDUM

TO: Louise Shytle

FROM: Louise Shytle LS

SUBJECT: Day Care Committee Program

DATE: February 4, 1988

Three members of the committee were able to meet with Lisa on Tuesday, February 2 to discuss the progress of day care at Ashland Community College.

Results of the survey were discussed and the referral system was reviewed.

The next meeting of the Day Care Committe will be Tuesday, March 1 at 12:00 noon in A118. Come meet persons who have volunteered to help and hear the new ideas.

LS

V. PROGRAM APPLICATION

PROGRAM APPLICATION
FOR
Ashland Community College
Re-Entry Program
Fall, 1987

TODAY'S DATE ______________

NAME ____
LAST FIRST MIDDLE MAIDEN

ADDRESS ____
STREET CITY STATE ZIP

PHONE ( ) ______________ SOCIAL SECURITY NO. ______________

DATE OF BIRTH ______________

MARITAL STATUS: MARRIED ________ UNMARRIED ________ SEPARATED ________
(NOTE: THIS INFORMATION IS FOR STATISTICAL PURPOSES ONLY)

NUMBER OF CHILDREN: LIVING AT HOME ________ AGES ________

DID YOU FILE A 1986 TAX RETURN: YES ________ NO ________

IF "YES," WHAT WAS YOUR 1986 ANNUAL INCOME AS REPORTED ON LINE 32 OF IRS FORM 1040.

____ LESS THAN $3,600	____ $5,701 - $6,750	____ $10,001 - $13,000
____ $3,601 - $4,650	____ $6,751 - $7,800	____ $13,001 - $15,000
____ $4,651 - $5,700	____ $7,801 - $10,000	____ ABOVE $15,000

WHAT ARE THE SOURCES OF YOUR INCOME?

Do you receive aid or compensation from any of the following:

____ AFDC
____ Food Stamps
____ Unemployment
____ V.A. Benefits
____ Social Security
____ Disability Payments
____ Insurance Benefits
____ Other ______________

In the list or resources which follows, please check in COLUMN I those you have investigated and in COLUMN II those which you receive.

	COLUMN I	COLUMN II
Pell Grant		
KHEAA (Kentucky Higher Education Assistance Authority)		
SEOG (Supplemental Educational Opportunity Grant)		
NDSL (National Direct Student Loan)		
College Work Study		
Scholarships		
Veterans Benefits		
Vocational Rehabilitation		
Other		

WHAT IS YOUR COLLEGE MAJOR (PROGRAM) ______________________________

FULL-TIME _____ PART-TIME _____ IF PART-TIME GIVE REASON ____________

Baccalaureate (list) ______________________________

OR

Technical Program (Please check one)

NOTE: (*) Indicates Selected Admission Program. Check only if you have already been admitted.

_____ Accounting Technology

_____ Data Processing Technology

_____ Management Technology
(Banking, Business or Real Estate)

_____ Secretarial and Office Management

_____ Nursing*

_____ Pre-Nursing

Do you have a High School Diploma? Yes _____ No _____

If "NO," do you have a GED? Yes _____ No _____

Have you attended college? Yes _____ No _____

If "YES," How many hours accumulative? __________

College attended ______________________________

Grade Point Average _________

Have you attended Vocational School? Yes _____ No _____

Have you previously been in a JTPA Program or Vocational Education Training Program? Yes _____ No _____

If "YES," give the name of the Program ______________________

PLEASE CHECK PROGRAM FOR WHICH YOU ARE APPLYING

_____ RE-ENTRY PROGRAM (Full-Time College)

_____ OCCUPATIONAL SKILLS TRAINING (Part-Time College/Work Experience)

_____ NANNY/CHILD (Non-College Training Program)

The Re-Entry Program at Ashland Community College
provides equal educational and employment opportunities

ASHLAND COMMUNITY COLLEGE
MEMORANDUM OF AGREEMENT
1986 FALL SEMESTER
RE-ENTRY PROGRAM
VOCATIONAL EDUCATION

A. PARTICIPATION IN PROGRAM

1. You will be required to attend scheduled workshops during the semester.
2. You will be required to meet once a month with the program counselor.
3. You will be required to take advantage of services available through the Special Services Project when a need is indicated.
4. You will be required to take Developmental courses upon recommendation of program counselor.

B. TUITION

We can not pay tuition if funds are available to you from another source.

C. BOOKS

You will be able to obtain your books by properly filling out the Book Request Form. The books will become the property of the Re-Entry Program and must be returned at the end of the semester. The Bookstore will be paid for your books after you return the books to Office 308.

D. CONTINUATION IN THE PROGRAM FOR SPRING SEMESTER

In order to remain eligible for the program, you must successfully complete 12 hours or more with a GPA of at least 2.00 or higher, and a cumulative GPA of 2.00. You must also have participated in workshops, attended monthly counseling and followed up on any referrals for specific course(s).

If you drop-out of the program during the semester, we can not reinstate you in the program.

E. TRANSPORTATION AND CHILD CARE

See Procedure Paper

F. RELEASE OF INFORMATION

Pursuant to the "Family Education Rights and Privacy Act of 1974", I hereby authorize by my signature the release of my grade point standing and academic status to the RE-ENTRY PROGRAM at Ashland Community College, so that they might comply with their regulations to maintain complete files on past participants in the program.

STUDENT____________________________________ DATE__________________

COORDINATOR________________________________ DATE__________________

SINGLE PARENT/ADULT HOMEMAKER

SPECIAL SUMMER PREPARATORY PROGRAM

LOUISE SHYTLE

PROJECT DIRECTOR

ASHLAND COMMUNITY COLLEGE

ASHLAND, KY

JULY 1, 1988

"All applicants meeting the appropriate academic requirements and technical standards shall be considered equally for admission to a community college or any academic program thereof regardless of race, color, religion, sex, marital status, national origin, age or handicap."

ANNUAL REPORT

INTRODUCTION

The Single Parent/Adult Homemaker Special Summer Preparatory Program at Ashland Community College proposed to meet the training needs of 49 eligible individuals in the FIVCO Developmental Area by enrolling them in a refresher course. The students represent a segment of the population barred from education and employment by social, economic or academic barriers. Most were between the ages of 25 - 45.

All participants were pre-tested to determine their ability to perform and succeed in the classroom. Two thirds of the participants began the program at pre-10th grade level. The remaining third tested a high school and college level. A post-test was administered to show progress after the six week refresher. There was a degree of improvement for each participant (Appendix I - Test results).

All participants were exposed to post secondary educational options both at Ashland Community College and the Ashland Area Vocational School. All were encouraged to pursue further education or job opportunities. Raising of self esteem and self confidence was a primary objective. Several of the high achievers have since enrolled in summer school or planning to enroll Fall Semester 1988.

APPENDIX I

TEST RESULTS

	PRE-TEST			POST-TEST		
	English	Math	Reading	English	Math	Reading
COPLEY, SHAR~~ON~~	9.8	11.0	10.6			11.0
CORDLE, BRENDA	10.4	10.1	13.4			14.0
CLAXON, JEANNIE	11.0	12.1	13.6			12.9
GROVE, CAROL	13.6	11.7	16.7	13.6+	12.8+	13.1
HANEY, LINDA	12.1	11.2	9.2	13.6	13.4	12.2
HUGGINS, CAROL	13.6	11.2	15.1	13.6+	13.6+	13.5
HUTCHINSON, LOUISE	11.7	8.4	4.4	13.6+	8.4	8.3
JONES, SANDRA	13.6	13.6	15.9	13.6+	13.6	16.5
MEEK, MARTHA	13.6	11.8	11.5	13.6+	13.6+	12.1
NELSON, MARY	13.6	11.2	16.9+	13.6+	12.3	16.9
PRESTON, JAMES	10.1	9.8	8.8	13.6+	11.6	9.5+
RAKES, CONNIE	6.0	10.3				10.6
ROAR, ELIZABETH	5.3	11.4	6.6	10.6		5.7
SHAH, PRANAH	2.7	13.0	3.7-		13.4	3.7+
SONGER, JANE	13.6	11.8	16.7	13.6+	13.6	16.9+
SWEENEY KATHIE	12.1	13.6	14.7	13.6+	13.6+	15.5+
WELLS, PHYLLIS	11.7	8.7	13.9	13.6+	10.4	13.4-
YOUNG, CONNIE	13.6	12.0	16.6			
HILL, ANGELITA	8.8	9.7	4.2			3.7-
CLARK, BARBARA			10.8			12.6+
HOOD, TERRI			12.7			14.8+
SIMPKINS, ERNEST		9.6				4.3
CONLEY, KEVIN	5.7	13.6	8.6			11.6

OBJECTIVES AND ACHIEVEMENTS

Objective: To provide educational opportunity

Achievement: Enrolled 49 students in refresher classes of English, Math, Reading and Personal Development.

Objective: To remove access barriers by providing financial support

Achievement: All instructional supplies as well as transportation costs were provided

Objective: To refresh basic skills

Achievement: Math, English, and Reading skills were both Pre-tested and Post-test given to record improvement

Objective: To encourage students to become more self reliant to develop self confidence.

Achievement: Personal development was an integral part of the daily schedule. Students were given the opportunity to be expressive daily

Objective: Effective communication

Achievement: A counselor from student support provided a 3 hr. session on the importance of communication and made students aware of both verbal and non verbal communication.

Objective: To understand and deal with stress.

Achievement: Students were made aware of relaxation techniques during Stress Management by Re-Entry Program Counselor, Sue Niestroy.

Objective: To learn techniques of assertiveness

Achievement: Program instructor defined assertiveness and presented examples

Objective: To become more informed about drugs

Achievement: Participants viewed drug prevention videos each morning for 2 weeks and evaluated each. Smoking Cessation techniques were discussed by Program Counselor, Sue Niestroy.

Objective: Value Clarification

Achievement: Myers Briggs Type Indicator was sued to help student recognize personality characteristics

Objective: Vocational Inventory

Achievement: Strong Campbell Interest was given to each participant and entire class toured the Ashland Area State Vocational School.

Objective: To learn about educational opportunities in the area.

Achievement: Many students prepared for G.E.D. testing and were given the test on June 9. Others were referred to the Adult Literacy program in the Ashland Public Schools. All were made aware of possibilities of enrolling at both Ashland Community College and Ashland Vocational School. Five participants enrolled in summer school and others applied for admission for Fall semester.

Objective: To increase awareness of employability skills

Achievement: Interviews were arranged for several students to apply for jobs

Objective: To become aware of community resources

Achievement: Guest speakers were arranged to address literature, art, and Appalachian culture. A tour was given of W-Hollow by James Stuart. Students visited the Ashland Business Center, an Art Gallery and the KY Highlands Museum. A picnic in Ashland's Central Park ended the program.

Objective: To raise participants awareness of unconscious sex bias, language issues and the idea of trusting are different but equal natures.

Achievement: Pat Bourne from Northern KY University held a seminar exploring sex equity in the academic and employment environment.

APPENDIX II

EVALUATION SUMMARY

SPECIAL SUMMER PREPARATORY PROGRAM

STUDENT EVALUATION

SUMMARY

1. Overall rating of the program.

Poor	Below Average	Average	Above Average	Excellent
			4	11

2. Presentations were of high quality.

Poor	Below Average	Average	Above Average	Excellent
			6	9

3. Leaders adjusted to my level of comprehension.

Poor	Below Average	Average	Above Average	Excellent
		1	7	7

4. Testing and evaluations.

Poor	Below Average	Average	Above Average	Excellent
		3	6	6

5. Guest speakers.

Poor	Below Average	Average	Above Average	Excellent
		1	5	9

6. Books and materials.

Poor	Below Average	Average	Above Average	Excellent
	1	3	6	5

7. English course.

Poor	Below Average	Average	Above Average	Excellent
		1	3	11

8. Math course.

Poor	Below Average	Average	Above Average	Excellent
		1	4	10

9. Reading course.

Poor	Below Average	Average	Above Average	Excellent
		2	6	7

10. Personal development.

Poor	Below Average	Average	Above Average	Excellent
	1	1	7	6

11. Tutors.

Poor	Below Average	Average	Above Average	Excellent
		2	3	10

12. Student participants.

Poor	Below Average	Average	Above Average	Excellent
		3	7	5

13. Teachers reactions to you.

Poor	Below Average	Average	Above Average	Excellent
		1	3	11

14. Students reactions to you.

Poor	Below Average	Average	Above Average	Excellent
	1	4	3	7

NAME THREE ASPECTS OF THE PROGRAM WHICH YOU LIKE THE MOST.

1. a. The teachers are good instructors
   b Time well used

2. a. The way the teachers presented themselves
   b. Everyone wanting to be helpful.

3. a. The leaders interest in the students
   b. The motivational aspects
   c. The positive approach taken to the program

4. a. The kind instructors
   b. gaining more knowledge
   c. meeting new people

5. a. the teachers genuine concern for all of us.
   b. having a variety of topics
   c. Having tutors that are helpful

6. a. concerned teachers
   b. excellent variety
   c. relaxed

7. a. teacher patience

8. a. the relationship between teachers and students
   b. the study courses
   c. getting familiar with ACC before attending regular classes

9. a. language
   b. math
   c. personal development

10. a. learning
    b. meeting new people
    c. makes you feel better about yourself

11. a. being with other people who had a common goal
    b. the English class
    c. the algebra class

12. a. the courses
    b. the teachers
    c. the way I was taught

13. a. the people I meet
    b. learning more english
    c. learning more math

14. a. English class gave me a lot of inspiration and ideas for writing
    b. gave me some ideas as to what career I want to go with
    c. made me want to come back to school.

NAME THREE ASPECTS OF THE PROGRAM WHICH YOU LIKE THE LEAST

1. a. fact that I might not see of the new people I have met anymore after this class

2. a. reading was boring
   b. Dr. Gifford

3. a. reading class

4. a. the reading material for the reading comp.
   b. class was sometimes uninteresting

5. a. Dr. Gifford, our speaker on Appalachian values
   b. mileage payments

6. a. mileage checks did not arrive while attending program

7. a. not getting paid for total mileage, only 50 miles

8. a. no books for homework

9. a. Length of time (it´s had to do everything in six weeks)
    b. Some students seemed to take advantage of program (not going to class)
    c. Would be nice if more personal attention could be given on class you need most.

10. a. not long enough
    b. not scoring as high as I would have liked
    c. having to miss a few days because of work

11. a. not having enough time to finish
    b. that people dropped out of the program
    c. running over into classroom time

12. a. The testing on the first day
    b. course not longer

13. a. Not having work books to take home to review from
    b. didn´t get far enough in Math, to go along with test

14. a. need to extend classes
    b. not having the books to review at home

PLEASE MAKE ANY SUGGESTIONS WHICH MIGHT HELP TO STRENGTHEN THE PROGRAM, OR OTHER COMMENTS.

Using more Fridays for work rather than field trips.

That we could look at the questions and problems being answered wrong and find out what we did wrong so that we could not make that mistake twice.

I like the program the way it is, but the only thing I can think of to make it stronger is more students, and more participation.

I think it is a wonderful program, it really helps. When you have been out of school for a length of time. It gives you a chance to meet people just like you.

I think more students would have stayed if mileage check would have come on time.

I feel that more students would have stayed in the program if the mileage payments would have been differently done.

More help with how to enroll in college if an individual chooses to do so.

Think program is great as it is, don´t see how you could make it any better than it is now. Would be nice to have a reunion at different times in the year.

Loved this program. Give me a lot of self-confidence.

RESULTS AND CONCLUSIONS

The participants' evaluations of the program indicate a common belief that the Special Summer Program is a very successful and beneficial program (See Appendix II Evaluation Summary). --

The program provided 49 participants the opportunity to continue their education. It enabled them to take control of their own lives and strive to become more self-confident.

There were 49 participants, 26 completed the class. Improvement in Basic Academic Skill Areas has made these participants candidates for further literacy training, the vocational school and college. Several enrolled in summer school, others applied for admission for Fall semesters. Some were given employment opportunities.

FINDINGS AND RECOMMENDATIONS

Findings: Personal Development

Recommendations: Continued participation in community activities for both learning and development of capabilities.

Findings: Financial Aid

Recommendations: The financial barrier to education is great. Continued help and support of the Re-Entry staff needed to help student complete financial aid forms. Mileage reimbursement is a plus for low income students and child care help is always needed.

Findings: Literacy

Recommendations: Continued encouragement and reading classes needed

Findings: Tutors

Recommendations: Student or Peer tutors enhance learning and need to be available to the disadvantaged.

Findings: Referrals

Recommendations: Attendance was primarily due to agency referrals. Visual and verbal contacts increase enrollment

SUPPLEMENTAL MATERIALS

Publicity

Brochures describing the program were distributed throughout the community announcing the program. Communications were sent to public and private agencies. (See Appendix III for Publicity)

The application and intake form was able to verify economic need of participants. (See Appendix IV for Intake Form)

The available services both in the community and within the college were utilized. The Student Support Services Project provided tutors. The Financial Aid Officer assisted those interested in returning to school. The academic counselors were available for both career and academic counseling. Various agencies within the community assisted with recruitment.

APPENDIX III

PUBLICITY

Let us open the door of opportunity for you!

May 2 - June 10

Special Summer Program

Improve • Reading, Math and Language Skills
Work • Toward a GED
Prepare • For the ACT
Possible • Job Training
Further • Chances of Employment

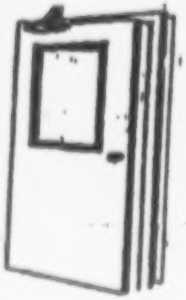
Call: Ashland Community College - 329-2999, Ext. 204 or 274
or
Mail the information below to:
Ashland Community College
Summer Program
1400 College Drive
Ashland, KY 41101

Name ____________________

Address ____________________

Phone ____________________

Let us open the door of opportunity for you!



SPECIAL SUMMER PROGRAM

LEARN
Reading
Language
Math

EARN
a
GED
PREPARE
for
ACT

IMPROVE
Changes
for
Employment

May 2 - June 10

CALL:
Ashland Community College
Re-Entry
329-2999, Ext. 274

Sponsored by
Office of Vocational Education

APPENDIX IV

INTAKE FORM

_____ Single Parent/Homemaker

_____ Displaced Homemaker

_____ Single Parent

_____ Sex Equity

OFFICE USE ONLY

_______________ _______________

Date of Application

PARTICIPANT INTAKE INFORMATION

1. NAME ______________________________

2. ADDRESS ______________________________

3. CITY ______________ 4. STATE ________ 5. ZIP ________

6. TELEPHONE - HOME ______________________________
AREA CODE NUMBER
WORK ______________________________
AREA CODE NUMBER

7. Name, Telephone Number and Address of person who will know how to contact you ______________________________

____

CIRCLE ONE ANSWER FOR EACH ITEM

8. SEX
   - a. Female
   - b. Male

9. AGE
   - a. 17 and under
   - b. 18-21
   - c. 22-24
   - d. 25.34
   - e. 35-44
   - f. 45-54
   - g. 55-64
   - h. 65 or older

10. RACE/ETHNICITY
   - a. White
   - b. Black
   - c. Hispanic
   - d. Native American
   - e. Asian or Pacific Islander
   - f. Other

11. Total Number of Dependents
    a. 0
    b. 1
    c. 2
    d. 3
    e. 4
    f. 5
    g. 6 or more

12. Number of dependents age 0-5
    a. 0
    b. 1
    c. 2
    d. 3
    e. 4 or more

13. Number of dependents age 6-18
    a. 0
    b. 1
    c. 2
    d. 3
    e. 4
    f. 5
    g. 6 or more

14. Number of dependents 19 or older
    a. 0
    b. 1
    c. 2
    d. 3 or more

15. Displaced homemaker and marital status (Answer either a or b, not both)
    a. Displaced homemaker status (have worked primarily in the home)
        1) Divorced
        2) Separated
        3) Widowed
        4) Married, spouse disabled
        5) Married, spouse absent
        6) Loss of public assistance
    b. Marital status
        1) Married, spouse present
        2) Married, spouse absent
        3) Single, with children
        4) Single, without children
        5) Divorced
        6) Separated
        7) Widowed

16. Female head of household
    a. Yes
    b. No

17. Education
    a. 1-8 years
    b. 9-11 years
    c. High school graduate or equivalency
    d. Post high school
    e. A. A.

f. B. A.
g. M. A.
h. Vocational education skills

18. Skills training in the last 5 years
   a. Yes
   b. No

19. Current annual household cash income from all sources
   a. Less than $5000
   b. $5000-$10,000
   c. $10,000-$15,000
   d. $15,000-$20,000
   e. $20,000-$25,000
   f. $25,000 or more

20. Source of income (Circle all that apply.)
   a. Salary
   b. Spousal support
   c. Child support
   d. AFDC
   e. Other public assistance, not AFDC
   f. Social Security
   g. Food stamps
   h. Medicaid
   i. Other

21. Employment history
   a. Years spent as homemaker with no substantial employment outside the home
      1) 0-1
      2) 2-5
      3) 6-10
      4) More than 10
   b. Years paid PART-TIME employment
      1) 0-1
      2) 2-5
      3) 6-10
      4) More than 10
   c. Years paid FULL-TIME employment
      1) 0-1
      2) 2-5
      3) 6-10
      4) More than 10
   d. Type of work
      1) Managerial/administrative
      2) Professional/technical
      3) Sales
      4) Clerical
      5) Skilled trades/craft worker
      6) Operative
      7) Service worker
      8) Not applicable, have not worked outside the home

22. Supportive services required (Circle all that apply.)
    a. Child care/dependent care
    b. Tuition assistance
    c. Transportation
    d. Training stipend
    e. Books
    f. Instructional support
    g. Referral to other agency (Circle all that apply.)
        1) Legal services
        2) Health services
        3) Social service agency
        4) Child support enforcement
        5) Vocational rehabilitation
        6) Job service
        7) Substance abuse agency
        8) Domestic violence program
        9) Other

23. How did you hear about the program? (Circle all that apply.)
    a. Newspaper
    b. TV
    c. Radio
    d. Poster/brochure
    e. Friend/relative
    f. Social service agency
    g. Educational institution
    h. Other

APPENDIX V

OTHER FORMS

SUMMER PROGRAM SCHEDULE

ORIENTATION SCHEDULE

MONDAY 5/3	TUESDAY 5/3	WEDNESDAY 5/4	THURSDAY 5/5	FRIDAY 5/6
8:30 - PROGRAM INTRODUCTION	8:30 - OPENING ATTENDANCE	8:30 - OPENING ATTENDANCE	8:30 - OPENING ATTENDANCE	8:30 - OPENING ROOM ASSIGNMENT INSTRUCTORS
	8:45 - TIME MANAGEMENT	8:45 - INTRODUCTION TO TIME MANAGEMENT DISCUSS CLASS SCHEDULE	8:45 - INTRODUCTION TO GOAL SETTING	
9:30 - GETTING ACQUAINTED	9:15 - CTBS ENGLISH EXAM	9:00 - STUDY SKILLS SANDY GUSSLER	9:00 - COMMUNICATIONS VIRGIL DAVIS	9:00 - ENGLISH
		10:00 - ACC COUNSELOR'S OFFICE	10:15 - BREAK	10:00 - BREAK
10:30 - NELSON-DENNY READING TEST	10:30 - BREAK		10:30 - COMMUNICATION SKILLS CONT.	10:10 - MATH
	10:45 - MATH EXAM	11:00 - BREAK		11:10 - BREAK
		11:15 - FINANCIAL AID OFFICE		11:20 - READING
12:00 - SUMMARY AND CLOSING	12:00 - SUMMARY AND CLOSING	12:15 - SUMMARY AND CLOSING	12:00 - SUMMARY AND CLOSING	12:00 - SUMMARY AND CLOSING

AN EQUAL OPPORTUNITY INSTITUTION

Funded by the Office of Vocational Education Department of Vocationa Education

SPECIAL SUMMER PROGRAM

FIRST WEEK SCHEDULE

MONDAY 5/9	TUESDAY 5/10	WEDNESDAY 5/11	THURSDAY 5/12	FRIDAY 5/13
8:30 - OPENING ATTENDANCE VIDEO REVIEW	8:30 - OPENING ATTENDANCE VIDEO REVIEW	8:30 - OPENING ATTENDANCE VIDEO REVIEW	8:30 - OPENING ATTENDANCE KAY RUNYON "WELLNESS" FIVCO HEALTH DEPT.	8:30 - OPENING ATTENDANCE VIDEO REVIEW
9:00 - 10:00 - FIRST PERIOD CLASS	9:00 - 10:00 - FIRST PERIOD CLASS	9:00 - 10:00 - FIRST PERIOD CLASS	9:00 - 10:00 - FIRST PERIOD CLASS	9:00 - 9:30 - ASHLAND BUSINESS CENTER
10:10 - 11:10 - SECOND PERIOD CLASS	10:10 - 11:10 - SECOND PERIOD CLASS	10:10 - 11:10 - SECOND PERIOD CLASS	10:10 - 11:10 - SECOND PERIOD CLASS	9:30 - 10:15 - ASHLAND ART GALLERY
11:20 - 12:20 - THIRD PERIOD CLASS	11:20 - 12:20 - THIRD PERIOD CLASS	11:20 - 12:20 - THIRD PERIOD CLASS	11:20 - 12:20 - THIRD PERIOD CLASS	10:30 - 12:00 - KENTUCKY HIGHLANDS MUSEUM

AN EQUAL OPPORTUNITY INSTITUTION

SPECIAL SUMMER PROGRAM

2nd Week Schedule

Monday 5/16	Tuesday 5/17	Wednesday 5/18	Thursday 5/19	Friday 5/20
8:30 - Opening Attendance	8:30 - Opening Attendance	8:30 - Opening Attendance	8:30 - Opening Attendance	8:30 - Opening Attendance
9:00 - 10:00 - First Period Class	9:00 - 10:00 - First Period Class	9:00 - 10:00 - First Period Class	9:00 - 10:00 - First Period Class	9:00 - Nancy 9:50 - McClellan Art Area
10:10 - 11:10 - Second Period Class	10:10 - 11:10 - Second Period Class	10:10 - 11:10 - Second Period Class	10:10 - 11:10 - Second Period Class	10:00 - 11:00 - Dr. Jim Gifford Appalachin Values
11:20 - 12:20 - Third Period Class	11:20 - 12:20 - Third Period Class	11:20 - 12:20 - Third Period Class	11:20 - 12:20 - Third Period Class	11:15 - 12:15 - Carol Greene Children's Literature

An Equal Opportunity Institution

ASHLAND COMMUNITY COLLEGE
UNIVERSITY OF KENTUCKY
1400 COLLEGE DRIVE
ASHLAND, KY 41101
(606) 329-2999

MEMORANDUM

TO: SUMMER PROGRAM PARTICIPANTS

FROM: LOUISE SHYTLE
COORDINATOR RE-ENTRY PROGRAM

DATE: APRIL 26, 1988

WE HAVE RECEIVED YOUR REGISTRATION FOR OUR SPECIAL SUMMER PROGRAM AND LOOK FORWARD TO YOUR PARTICIPATION.

THIS IS TO NOTIFY YOU THAT CLASSES WILL BEGIN MONDAY, MAY 2, 1988 AT 8:30 A.M. IN ROOM 306 AT ASHLAND COMMUNITY COLLEGE.

PLEASE ENCOURAGE FRIENDS AND FAMILY TO ATTEND WITH YOU.

L.S.

Ode To An Algebra Class

Algebra is my favorite class
I'm sure you will agree
I'll tell you all about it
So you can plainly see.

The other students are helpful
When I have a question I ask it.
They try to explain it to me so I see
But my problem is I can't grasp it.

The teacher's a very sweet lady
She's so wonderfully patient and kind
She carefully explains each little thing
What's the matter with my mind?

Here's a picture with a rosy glow;
It sounds so sweet, you know
The only thing that spoils it
Is the algebra that's in it!

Jane Carol Songer
May 18, 1988
Summer Re-entry program
Period 2, Level 3

11/16

Records File

CAREER AWARENESS CLASS

for the

Single Parent and/or Homemaker

Mildred G. Winkler, Project Director
Cumberland Valley Health Occupations Center
US 25E South, P.O. Box 187
Pineville, KY 40977

July 1, 1987 - September 30, 1987

A. Rationale

Most single parents and homemakers need to be educated or re-educated to bring job skills to an acceptable level for that individual to gain employment. The fact that these homemakers have not had recent employment often results in discrimination when seeking a job. This project has been developed to address these problems.

B. Objectives

1. To provide information in locating appropriate employment or education to lead to employment.
2. To develop and implement a public relations plan to inform eligible participants and the public of the problem.
3. To provide counseling which will be done by vocational education employees and couselors from other agencies.
4. To provide a testing service which will include TABE and interest inventory.
5. Educational services.
6. To provide financial management.

C. Activities

1. Orientation
2. Safety
3. Personal development
4. Skills and abilities
5. Employability skills
6. Sexism
7. Mathematic skills
8. Reading and writing skills
9. Personal couseling

D. Changes, Plans, and Recommendations:

There have been many changes taken place here in Bell County.

For the period of July 1, 1987 to September 30, 1987 we have served four (4) participants. Our class started August 31, 1987.

Reason being for the low number of participants is that these participants are on AFDC and the small amount of money they are given for their transportation and lunch and/or child is being deducted from their AFDC checks.

The Carl Perkins money is considered income. The amount of money they receive is so little. I contacted Betty Tipton in reference to this problem, she advised me to call Fran Stamper. Ms. Stamper did say that the Carl Perkins money is considered as income. She also stated that Bell County is the largest problem area and that social worker's assess the participant on an individual basis.

There is an inconsistency among the social workers, the reason being, not all participants have their transportation and lunch money deducted from their AFDC checks.

I have talked with the people from Kentucky Council of Churches, Interfaith, and the Department of Human Services in reference to this problem.

I have talked with people in food lines, trying to encourage them to attend school. I have received at least fifty (50) names from different organizations and contacted them either by phone or mail and no response.

People would rather stay at home and eat than attend school.

The Creative Employment Project
Monthly Report
June, 1988

On-the-Job Training Program (Louisville/Jefferson County Private Industry Council)

Ten persons enrolled in CEP's On-the-Job Training Program in June: two men and eight women. Two persons were under the age of 26; five persons were ages 26-35, and three persons were ages 36-45. One enrollee had not completed high school or GED; two had earned a high school diploma/GED; three enrollees had attended some college; one had a Bachelor's degree, and three had attended business/technical school. Seven enrollees were single parents and five were minorities. Two persons were employed part-time; one was employed full-time, and seven were unemployed. Four persons attended and completed Job Readiness Training.

Displaced Homemaker/Re-entrant Program (North Central Kentucky Council)

Three women enrolled in CEP's rural Displaced Homemaker/Re-entrant Program in June. One was below the age of 26, and two were ages 26-35. One enrollee had not completed high school/GED; one had completed high school/GED, and one had attended business/technical school. One woman was a single parent; one enrollee was employed full-time, and two were unemployed. Two persons attended and completed Employability Skills Training.

Single Parent/Homemaker Program (Carl Perkins Vocational Education Act)

Three women enrolled in CEP's Vocational Education Program during June. Two were under the age of 26 and one was age 46-55. Two enrollees had completed high school/GED, and one had attended business/technical school. All three women were single parents and two were minorities. The three enrollees were unemployed.

Career Options Program (The City of Louisville)

Four persons enrolled in CEP's Career Options Program in June: three women and one man. Three enrollees were ages 36-45, and one was age 56 or over. One enrollee had a high school diploma/GED, and three held Bachelors' degrees. All four persons were unemployed. Six persons attended and completed Employability Skills Training.

Older Workers' Program (Louisville/Jefferson County Private Industry Council)

One woman enrolled in CEP's Older Workers' Program in June. She had earned a high school diploma/GED, and was unemployed. Two persons attended, and one completed Employability Skills Training.

Self-Employment Program (Louisville/Jefferson County Private Industry Council)

Five persons enrolled in CEP's Self-Employment Program in June: four women and one man. Two persons were under age 26, and three were ages 36-45. Three enrollees had a high school diploma/GED, and two had attended some college. Four participants were single parents, and four were minorities. Three enrollees were employed part-time, and two were unemployed. Nine persons attended and completed Small Business Orientation Training.

PARTNERS Program (Louisville/Jefferson County Private Industry Council)

Four women enrolled in CEP's PARTNERS Program in June: two were below age 26; one was age 26-35, and one was age 46-55. Two enrollees had earned a high school diploma/GED, and two had attended business/technical school. Four women were single parents, and three were minorities. All four women were unemployed. Three women attended and completed Employability Skills Workshop.

Trainings

Eleven OJT enrollees began on-the-job training in June: one as a payroll specialist; one as a home repairer/remodeler; one as a polisher; two as administrative assistants; one as a glass cutter; one as a dental assistant; one as a hand press operator; one as a power press operator; one as a graphic artist/exhibitor, and one as an office assistant. One enrollee completed on-the-job training as a graphic artist/exhibitor.

Placements

Three OJT Program enrollees were placed directly in June: one as an accountant; one as a clerk/general office assistant, and one as a rate clerk. Seven trainees achieved direct placement/30-day retentions: one as a chemical lab technician; one as an administrative assistant; one as an expeditor; one as a self-employed housekeeper; one as an accounts payable specialist; one as an accountant, and one as a general office clerk. Seven trainees completed on-the-job training and were retained 30 days: one as an engraver; three as polishers; one as a glass cutter; one as an underwriting assistant, and one as a title search examiner.

Three Older Workers' Program enrollees achieved direct placement in June: one as a receptionist; one as a child care worker, and one as a home health aide.

Six Self-Employment Program enrollees entered business/employment in June: one as a substitute teacher; one as a caterer; one as an ice cream cart owner; one as an electronics business owner; one as a child care worker, and one as a cook.

Three NCKC enrollees entered employment in June: one as a truck driver; one as a housekeeper, and one as a receptionist/clerk.

Six PARTNERS Program enrollees began work in June: one as a corrections officer; one as a nurse aide; one as a cleaner; two as teachers, and one as an attendant.

Other Activities

On June 1 and 8, Self-Employment Program held information sessions with nine persons attending.

On June 2, Maria Beckman attended JCC business plans presentations.

On June 2, Betsy Jacobus attended the Louisville/Jefferson County Private Industry Council Planning Committee meeting.

On June 3, Maria Beckman and Judy Watkins attended JCC's graduation.

On June 3, Luann Schroeder attended the Older Workers' Programs Network meeting.

On June 6, 13, 20, and 27, OJT held Job Clubs with 29 persons attending.

On June 7, 14, 21, and 28, OJT held information sessions with 24 persons attending.

On June 7, 14, 21, and 28, PARTNERS held information sessions with 20 persons attending.

On June 7, CEP supervisors attended supervisors' training.

On June 9, Pam McMichael, Betsy Jacobus, and Pat Brodie attended the Louisville/Jefferson County PIC meeting.

On June 9, Maria Beckman, Rebecca Sennett, and Mary Ann Hyland-Murr attended the YWCA press conference.

On June 13, 15, 17, 20, 22, and 24, PARTNERS held Job Clubs with 3-4 persons attending each.

On June 17, Pat Brodie attended the North Central Kentucky Council PIC meeting.

On June 21, Mary Ann Hyland-Murr attended the Aldermen's budget hearing.

On June 21, all CEP supervisory staff attended in-service training at the YWCA.

On June 23, Maria Beckman and Rebecca Sennett attended the Job Fair.

On June 29, Betsy Jacobus attended the YWCA Board of Directors meeting.

Copies to:
Roy Vanderford, Executive Director
  Private Industry Council
J. Carroll Spanyer
Mary Mills
Vincent Giegerich
Carol Baker
Advisory Committee Members
Funders
Mayor Jerry Abramson
Board of Aldermen

[illegible]

Quarterly Progress Report

Single/Teen Parent /Homemaker
(Type of Project)

Helping People Help Themselves
(Project Title)

Dr. Lydia Carol Gabbard
(Project Director)

Eastern Kentucky University
(Agency or Institution)

Burrier 102 Richmond, KY 40475
(Address)

(City, State, and Zip)

October 1-December 31
(Reporting Period)

BODY OF REPORT

RATIONALE

The third year of our Single Parent/Teen Parent/Homemaker program continues to meet needs of disadvantaged parents in the three major areas of (1) skill development, (2) support services (child care), and (3) information/experiences. It appears that job skills must be developed, support must be available and information provided to these persons who need to be prepared for the dual role of homemaker/wage earner.

OBJECTIVES

Madison County Schools and Richmond Independent Schools have identified teenage parents, single parents and/or homemakers (male & female) as a target priority group, who may find entry or re-entry into the job market difficult. They lack the education, job skills, and/or recent job experience to secure jobs which can support themselves and their children. Many need to upgrade their skills and obtain skills and credentials in order to become competitive in the current labor market. Others need basic skills, parenting skills and refresher courses. Most need career counseling to help them recognize and translate their abilities and experience into saleable job skills.

Aside from educational needs these individuals need support in dealing with financial insecurity, low self-esteem, suitable child care,(many face crisis child care situations). assertive discipline, parenting skills, and employment barriers such as sexism in the work place. Through this project, participants needs will be identified and addressed that will affect lives of youth and adults in Madison County.

ACTIVITIES/ACCOMPLISHMENTS

Career assessment services are available to participants through the single parent project at the Madison Area Vocational school.

Job skills emphasizing basic skills, appropriate work habits, parenting and living skills are available at each job skill training location, i.e., vocational school, university, or local high school.

Teen parents in Madison .County and Richmond Independent Schools continue to be involved in work study programs. Four students are involved in this effort. This effort is coordinated by the project contact persons in each high school.

Support services in the area of child care continues to be essential for project participants. Presently we have 19 children of 16 mothers who are enrolled in the child care program at Telford Center.

Seminars addressing the need of single/teen parents are designed for spring semester. The first seminar will be January 23 and will address the issue of Child Support Enforcement. (The County Attorney of Madison County will assist with this effort.) These seminar topics have been planned by project participants. These seminars will be advertised in the community.

CHANGES

None.

PLANS/RECOMMENDATIONS

Plan a winter advisory committe meeting.
Continue to work with oither community agencies.
Implement monthly seminare meetings.
Continue to work with Madison County board in implementing a Family Life Education program for their system.

ANNUAL REPORT

Project REWARD
(Re-entering Education with a Real Determination)

Directors: Diane Owsley
Janice Williams

Coordinator: Loretta Foster

Elizabethtown Community College
Elizabethtown, Kentucky

Project No. 420802

July 1, 1988

The University of Kentucky is committed to a policy of providing educational opportunties to all qualified students regardless of economic or social status and will not discriminate on the basis of race, color, religion, sex, marital status, age, national origin, or handicap.

SYNOPSIS OF INTENT AND ACHIEVEMENT

Project REWARD was intended to serve the single parent or homemaker with income below poverty level and who was interested in furthering his/her education. The project goals were to give instruction and encouragement in:

motivation
basic skills
communication skills
time and money management
career opportunities
employment skills

The achievement of these goals has been demonstrated by the individual participant's enrollment in Elizabethtown Community College or the Elizabethtown Area Vocational Technical School. Each participant has expressed appreciation of the program and how it helped them to overcome feelings of unworthiness and inadequacy.

ACTIVITIES AND ACHIEVEMENTS

Project REWARD was intended to meet educational, vocational, and personal needs of impoverished single parents and homemakers. In order to accomplish this task, the directors and program coordinator attempted to fulfill specific objectives. The following is a summary of the objectives, the activities designed to accomplish these objectives, and an evaluation of the effectiveness of these activities:

OBJECTIVE 1: TO PROVIDE THE OPPORTUNITY FOR OBTAINING BASIC LITERACY AND KNOWLEDGE OF VOCATIONAL EDUCATION.

Activities: The participants were given six hours of instruction in typing and word processing, three hours of instruction in written communication, and three hours of instruction in basic mathematics and calculating during the sessions in July, 1987. Individual tutoring was provided by the coordinator throughout the 1987-1988 academic year. A tour of the vocational school was taken in July, 1987.

Evaluation: The instruction provided to the participants was an aid in helping them succeed in some of the academic classes in which they enrolled during the 1987-1988 academic year. Of the 23 new participants, 21 enrolled in courses requiring mathematical, communication, and/or typing skills either at Elizabethtown Community College (ECC) or at the vocational school. Of the nine returning participants, nine enrolled in courses at ECC. Of these, 89% successfully completed the classes with an equivalent of C or better evaluation.

OBJECTIVE 2: TO PROVIDE THE TRAINING FOR UP TO 24 PEOPLE.

Activities: Fifty-two individuals applied for Project REWARD during the summer of 1987. Due to space and resource restrictions, we limited our number to the 23 qualified individuals. Training was provided for each participant.

Evaluation: The participants provided positive feedback on the activities at the end of the July session as well as at the end of the academic year.

OBJECTIVE 3: TO FURNISH INFORMATION ON THE AVAILABILITY OF AND FINANCING FOR VOCATIONAL EDUCATIONAL PROGRAMS IN OUR COMMUNITY.

Activities: During the July sessions, the financial aid officer at ECC informed the participants of the availability of and the process involved in obtaining financial aid. The participants were also given a guided tour of the Elizabethtown Area Vocational Technical School and the cost of attending in addition to the availability of traditional and nontraditional training was discussed.

Evaluation: As a result of these activites, eight of the participants in REWARD applied for and received financial aid either to attend ECC or to take classes at the local vocational school.

OBJECTIVE 4: TO DEVELOP PROGRAMS WHICH WILL PROVIDE THE PARTICIPANTS IN REWARD WITH THE OPPORTUNITY TO GAIN BASIC STUDY SKILLS.

Activities: The coordinator of ECC's Learning Resource Center presented a very thorough session in July, 1987, on study skills including instruction on note taking, listening skills, test taking, and study habits. Throughout the academic year, the coordinator continued to work with individual participants and they were informed of videotapes on study skills which are available in the Learning Resource Center at ECC. A simulated lecture was given to introduce the students to a lecture experience and actual note taking.

Evaluation: Each of the participants in REWARD had been away from the formal educational world for an extended period of time when they came into the program. In most cases, their study skills were less than adequate to meet the demands of a class at ECC or at the vocational school. REWARD provided a needed service in this area and as a result the participants were better prepared to meet the demands of their classes.

OBJECTIVE 5: TO PROVIDE GUIDELINES TO ENHANCE PARTICIPANTS' CONFIDENCE AND SELF ESTEEM.

Activities: A psychology professor at ECC presented a two-hour session on motivation and self esteem during the sessions in July. The session was entitled "The 'I Can' Attitude." During the 1987-1988 academic year, several sessions were held to help the participants gain confidence in themselves. These included a session in October entitled "Assertiveness Training"; discussion of participants' results on the Myers Briggs in December; a session in March entitled "The Image of Success." During the session in March, Clarence Sams, manager of Regis Hairstyling Salon and Susan Rainey, owner of Rainey Cosmetics presented information on clothing, hair and make-up.

Evaluation: The directors and coordinator observed a significant difference in the participants' attitudes toward themselves. Some of the participants verbalized as well as gave written comments as to their increased confidence and self esteem.

OBJECTIVE 6: TO INTRODUCE PARTICIPANTS TO THE CHANGING ROLES OF MEN AND WOMEN IN NONTRADITIONAL CAREER CHOICES.

Activities: During the initial sessions in July, a psychology instructor and an instructor of interpersonal communications discussed the changing role of men and women in the work force. A session entitled "Non-Traditional Career Opportunities" was presented in April. Judy Knight, a surveyor with a firm in the Elizabethtown community presented this session.

Evaluation: The sessions were conducted in a manner to allow the participants an opportunity to discuss what they had experienced with regard to changing sex roles in the vocational world. The participants shared experiences they had had in their attempts to obtain work in nontraditional careers. The session conducted by Ms. Knight was an enlightening program due to the openness with which Ms. Knight spoke on her own experience in a non-traditional career.

OBJECTIVE 7: TO PROVIDE INFORMATION ON VALUE CLARIFICATION, ESTABLISHING PRIORITIES, AND REACHING GOALS.

Activities: During the initial sessions in July, a psychology professor discussed issues of value clarification with the group. During the July sessions, the participants were introduced to DISCOVER, a computer based system designed to assess personal career attributes and interests. During the month of November, the participants completed the Myers-Briggs Personality Survey. In December, the results were discussed with the REWARD participants.

Evaluation: Eleven of the twenty-three new participants completed the DISCOVER program.

OBJECTIVE 8: TO FURNISH INFORMATION ON EFFECTIVE MANAGEMENT OF TIME.

Activities: During the initial sessions in July, a business professor at ECC presented a session on time management. The coordinator continued to work with the participants individually throughout the 1987-1988 academic year on how to more effectively manage their time.

Evaluation: The participants were effectively managing their time.

OBJECTIVE 9: TO DEVELOP PROGRAMS DESIGNED TO AID PARTICIPANTS IN COPING WITH STRESS.

Activities: A psychologist with North Central Comprehensive Center presented a session during July on managing stress.

Evaluation: Since the participants came from environments which were stressful, this activity was essential. The participants appeared to be better able to cope with pressures during the 1987-1988 academic year. They learned how to relax.

OBJECTIVE 10: TO PROVIDE TRAINING DESIGNED TO ENCOURAGE POSITIVE INTERPERSONAL AND ASSERTIVENESS SKILLS.

Activities: During the July sessions, the participants listened to a psychology instructor at ECC speak about interpersonal relations and assertiveness. In October, 1987, a session was presented by Ann Middleton with Communicare, entitled "Assertiveness Training." The session emphasized learning how to be assertive. In May, 1988, the group held a potluck dinner. Manifestly, the potluck served as a time for an informal social gathering; however, a latent function of this session was the verbal and interpersonal interaction that took place between the participants, the coordinator, the directors, the Division Chairperson of the Social and Behavioral Science and Related Technologies Division, and several other professors at ECC.

Evaluation: When the participants entered REWARD in July, 1987, they were very insecure about speaking out in public and about their ability to effectively interact with others. By May, 1988, a tremendous change had occurred. These participants were very vocal about their experiences in the REWARD project and about their success in reentering the educational world.

OBJECTIVE 11: TO ENCOURAGE PARTICIPANTS TO TAKE ADVANTAGE OF ECC'S "LATE START" PROGRAM SERVICES.

Activities: Early during the July sessions, the participants were informed of the "Late Start" program. One of the former coordinators of Late Start is serving on the Advisory Council.

Evaluation: The "Late Start" program was discontinued.

OBJECTIVE 12: TO PROVIDE FUNDS TO PARTICPANTS FOR CHILD CARE AND/OR TRANSPORTATION SERVICES.

Activities: The participants were paid $10 each for each day attended to help offset child care and/or transportation expenses during the July sessions. The returning participants were offered the opportunity to work with professors in various disciplines during the academic year. They were paid for their assistance to help offset child care and/or transportation costs of school.

Evaluation: Many of the participants would have been unable to attend without the additional funds to cover some expenses.

OBJECTIVE 13: TO PROVIDE VARIOUS SIMULATED CLASSROOM EXPERIENCES WITH FULL-TIME ECC FACULTY.

Activities: During the initial sessions in July, a psychology professor at ECC presented a lecture to the group. The professor asked them to take notes as they would if they had enrolled in a class. At the end of the lecture, questions were asked to determine if the students had gathered the primary points of the lecture. The participants also experienced simulated classroom experiences with three different business professors at ECC.

Evaluation: The students gained confidence in their ability to take notes when a lecture was given and in their ability to determine the important points in a lecture.

OBJECTIVE 14: TO PROVIDE FUNDING TO COVER THE COST OF ONE CLASS AND TEXTBOOK IN A POST SECONDARY EDUCATIONAL INSTITUTION.

Activities: Of the 23 new and returning REWARD participants, 21 enrolled in a class or classes at ECC or at the local vocational school. Of these twelve were provided with funding from Project REWARD to cover the cost of one class and textbook(s) for that class. The other participants received funding from another source and did not need funding from REWARD.

OBJECTIVE 15: TO PROVIDE TUTORIAL/ADVISING SERVICES THROUGHOUT THE SCHOOL YEAR UNDER THE SUPERVISION OF A PARAPROFESSIONAL (COORDINATOR)

Activities: The coordinator for Project REWARD spent an average of 20 hours a week in tutorial and advising sessions with participants. The participants were exposed to not only services to help them grow academically, but also to services which helped them in their personal lives as well.

Evaluation: The particpants needed help in academic, personal and social areas. The directors and coordinator were able to provide this needed service.

OTHER ACTIVITIES AND ACHIEVEMENTS

In addition to meeting the above objectives, the directors and coordinator also participated in and/or organized the following activities: interagency communication, continuation of an advisory council for Project REWARD, attendance by the coordinator and both directors at the Displaced Homemakers Network meeting held in Chattanooga, Tennessee in July of 1987. Additionally participation in a state wide follow up study of Single Parent/Displaced Homeworkers occurred.

The directors and coordinator met with the advisory council in April, 1988, to discuss activities during 1987-88 and to plan for 1988-89. We discussed various ways that the council members and the agencies they represent could help promote REWARD.

The directors and coordinator of Project REWARD held an orientation meeting in May for people interested in applying for Project REWARD during the 1988-89 academic year.

Project REWARD was represented by the coordinator and/or directors at state training sessions.

RESULTS AND CONCLUSIONS

The 1987-1988 Project REWARD has been very successful in meeting the objectives set forth in the grant proposal. Most of the participants have met their objectives in the academic world as well as enhancing their confidence and self esteem. The program provided the training necessary for them to accomplish these as well as to achieve more positive interpersonal communication and assertiveness skills. This development occurred as a result of the 30 hours of instruction received in July, 1987, and during the weekly individual sessions and the monthly group meetings throughout the 1987-1988 academic year.

The group who gathered for the first time in with the directors in August, 1987, were the typical fearful individuals--fearful of returning to the educational and occupational worlds, fearful to express themselves, and afraid of failure. A setting was provided for them to communicate with instructors, guest speakers, and each other. Through instruction in assertiveness training and interpersonal communication skills, filling out forms, English grammar review, typewriting, mathematics and calculating skills, word processing, and personality inventory testing, the participants came to realize that the community college and the vocational school were institutions composed of human beings willing to help them achieve success.

Some of the returning REWARD participants were able to take advantage of an employment experience. The program provided a training opportunity for them to work with an educational professional that was especially stimulating or challenging and which related to the participant's career goal or personality. The career training program contributed further enhancement of the participant's confidence and sense of accomplishment. This program has been the only financial support that Project REWARD has given to those returning participants. The program also allowed the participants a "work situation" that is flexible with their class schedule and provided an opportunity for them to gain an increased familiarity with the campus and the faculty and staff. The on-campus "work situation" is a positive experience for those "advanced" REWARD participants. The directors and program coordinator feel strongly that this work opportunity is a valuable link in their nurturing. Hopefully this gives the first year participants something to look forward to. There was a great deal of interaction and support between the two groups as they met in the monthly sessions.

Project REWARD continues to receive tremendous support from the local social agencies. Many of these are represented on the advisory council. The local vocational school counselor also works closely with us. We had two of the participants this year who chose to attend at the vocational school to train for their careers.

As is evidenced by the details elsewhere in this report, the accomplishments of the participants are reason for all to be proud of the year's activities.

1987-88 REWARD

ITEMS	BUDGETED	EXPENDED	BALANCED
Salaries	$9,700.00	$8,538.15	$1,161.85
Postage and advertising	500.00	572.00	(72.00)
Learning Packets	1,000.00	1,746.00	(746.00)
Student Supplies	500.00	155.64	344.36
Tuition and texts	3,900.00	1,492.00	2,408.00
Honorarium	400.00	210.00	190.00
Child care	2,000.00	1,080.00	920.00
Travel	-----	475.00	(475.00)
Dues and memberships	-----	15.00	(15.00)
Guest expenses (luncheons)	-----	319.76	(319.76)
Awards	-----	70.00	(70.00)
	$18,000.00	$14,673.55	$3,326.45

PARTICIPANTS--WHERE THEY ARE NOW

1987-88 Participants

Dawn Abell - Dawn, a single parent, completed the 1987 fall semester at ECC. She did not enroll in January due to a forthcoming marriage.

Constance Bridenbaugh - Connie completed both semesters at ECC and plans to return in the fall. Connie works as a first-grade aide at a local parochial school.

Marlene Clark - Marlene is a single parent and full-time ECC student. She is also employed part-time in the deli at Winn-Dixie. Due to illness, Marlene withdrew prior to the end of the spring semester. Marlene will be back as a full-time student in the fall.

Kay Daughtery - Kay is also a single parent and is pursuing an associate of arts degree in Real Estate. She has been attending school full-time and is enrolled for the summer session. Kay drives a bus for Hardin County Schools.

Debra Dunbar - Debra attended Elizabethtown Vocational school and completed the Business and Office Program there in March. She is presently working for A. L. Williams.

Cindy Greer - Cindy is a part-time student at ECC, still undecided about her major. Cindy will be returning to ECC this fall and is interested in work study.

Toni Hagy - Toni is a single parent and part-time student, and is interested in the field of sociology. In January, Toni began work at the E-town Fitness Center on a part-time basis. Toni will be returning to ECC in the fall.

Teresa Hammond - Teresa is a single parent and attends school at ECC full-time. She is a pre-med major.

Connie Horn - Connie is currently attending E-town Vocational School in the Business and Office Program. She also took a course at ECC each semester.

Deborah Horne - Deborah just recently completed the Business and Office Program at the Vocational School. She is seeking employment.

Mary Howard - Mary did not attend school this year. She experienced a fire that destroyed her home, lived with her sister in Indiana for a while and has now returned to Brandenburg to live.

Robin Hunt - Due to babysitting difficulties, Robin was unable to attend school. Robin has seven children, five of which are under school age.

Patricia Kuntz - Patricia enrolled in a class in the fall, but due to a divorce, withdrew because she moved from the area.

Deborah Mcdoo - Deborah enrolled in a class but due to health and personal reasons, withdrew.

Claudia Reese - Claudia completed the fall semester, but due to her husband's illness, withdrew from the spring semester to care for him full time.

Natalie Roten - Natalie, a single parent, is a full-time student, who has applied for the Nursing Program. Natalie is interested in work study for the fall.

Deborah Thomas - Deborah enrolled, but immediately withdrew. Her husband had separated from the Army and had found employment in Indiana. Deborah is attending college there.

Diana Thompson - Diana is a full-time student interested in the Nursing Program. She will be returning to ECC in the fall.

Geneva Valentine - Geneva completed both semesters at ECC. She experienced a divorce in the winter. She plans to return to ECC in the fall. She works part-time at a nursing home in Brandenburg.

Wilma Walker - Wilma completed both semesters this year. She works part-time at a nursing home in Elizabethtown. She is also performing and recording with a gospel singing group.

Carolyn Washburn - Carolyn registered for classes, but did not attend. She received extreme opposition formm her husband. She works part-time at Hardee's.

Linda Watson - Linda completed both semesters, taking one course each semester. Her ultimate goal is to enter the Nursing Program at ECC. Linda works part-time at Shoney's in Radcliff.

Lesa Yates - Lesa completed a course each semester and will be attending full-time in the fall. She is interested in a degree in Psychology or possibly, pre-med.

RETURNING PARTICIPANTS

Judy Hammond - Judy returned to ECC to complete an anatomy course prior to application to the Nursing Program. Judy drives a bus for Hardin County Schools.

Susan Smith - Susan was a full-time student this year. Her educational goal is to become a nutritionist. Susan worked in our Work Study Program and also worked on the staff of our school newspaper.

Joyce Suggs - Joyce completed one course the fall semester and two classes in the Spring semester. She also works in our Work Study Program. Joyce will be moving to Germany in December of this year.

Elma Hernandez - Elma completed nine more hours this year and has decided to become an elementary education major. She is currently the computer aide at a local parochial school.

Gay Melvin - Gay received her Associate of Arts degree in December. She was an honor graduate. Gay worked in our work study program. She will be transferring to Western Kentucky University in the fall to finish her four-year degree in Accounting.

Karen Langham - Karen also received her Associate of Arts degree in December. She will be returning to take additional classes at ECC, prior to transferring to a four-year college for a degree in Elementary Education. Karen worked in our work study program.

Mary Pedigo - Mary attended full-time this past year and will be returning this fall. She received an Associate of Arts degree in December. She will possibly be re-entering the Nursing Program in January.

Phyliss Richards - Phyliss received her Associate of Arts degree in December. She is a full-time student at the University of Louisville, pursuing a degree in Business Administration.

Lana Gilliam - Lana completed the fall semester. She went through a divorce and relocation in the spring but hopes to return to ECC in the fall.

APPENDIX

NKU

Northern Kentucky University
Highland Heights, Kentucky 41076
(606) 572-5100

January 29, 1988

Dear Program Past Participant:

The Homemaker ReEntry Center of Northern Kentucky University has received a grant from from the Kentucky Department of Education, Office of Vocational Education, to determine the impact of homemaker and single parent programs in Kentucky. The study covers the years 1985 to 1987.

You have been selected, as a past participant of a homemaker or single parent program during one of those years, to receive the enclosed questionnaire. We would appreciate your completing this questionnaire, to help us learn how important and how effective the program was for you and others enrolled in it. Whether or not you completed the program, and whether you became employed afterward or remained at home, your answers to the survey questions are important. The information which you provide will be used for research purposes, to improve programs for future students. All answers will be kept anonymous and confidential, and no one will be identified by name.

If you have any questions about this research, please contact:

Suzanne W. Karam, Ph.D.
Coordinator
Homemaker Follow-up Project
225 Albright Center
Northern Kentucky University
Highland Heights, KY 41076

Thank you for your cooperation in helping us with this important project. Please return your completed questionnaire in the enclosed, postage-paid envelope no later than February 15, 1988.

Very sincerely yours,

Suzanne W. Karam, Ph.D.
Coordinator
Homemaker Follow-up Project

Loretta Foster
Coordinator
REWARD
Elizabethtown Community College
Elizabethtown, Kentucky

Single Parent/Homemaker Program Past Participant Survey
Homemaker Follow-up Project
Homemaker ReEntry Center
Northern Kentucky University
February 1988

The Homemaker ReEntry Center of Northern Kentucky University is conducting a study for the Kentucky Department of Education, Office of Vocational Education to determine the impact of homemaker and single parent programs in Kentucky. The study covers the years 1985 to 1987.

As a past participant in one of those programs, we ask that you help us by completing and returning this questionnaire. Your answers will be used to determine how important and effective the program was for you and other persons who were enrolled in it. Whether or not you completed the program, and whether you became employed afterward or remained at home, your answers to the survey questions are important. The information which you provide will be used for research purposes, to help improve programs for future students. Your answers will be kept confidential, and you will not be identified by name.

Please return your completed questionnaire no later than February 15, 1988.

I. Please complete the following questions regarding your situation at the time you entered the single parent or homemaker program.

1. What is the name of the school or center where you attended the single parent or homemaker program? ____________________

2. When you entered the program, were you a single parent or a homemaker? (A single parent is a person who is unmarried, separated, divorced or widowed, and has either custody or joint custody of a minor child. A homemaker is an adult who has stayed at home for a number of years to care for a family and home, and because of that, lacks job skills.)

   (Check only one answer.)

   1 Single parent ___
   2 Homemaker ___
   3 Both of the above ___
   4 Other ___
   Specify: ____________

3. When did you first enroll in the program?

   Month ________ Year ________

4. How long were you in the program?

   1 Less than 1 week ___
   2 1-2 weeks ___
   3 3 weeks ___
   4 1-2 months ___
   5 3-5 months ___
   6 6-11 months ___
   7 One year or more ___

5. Did you complete all the counseling, career assessment, training, and courses in which you enrolled?

   1 Yes .... ___
   2 No, still enrolled ___
   3 No, did not complete ___

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14. Immediately before entering the program, what was your hourly wage from employment?

1 Hourly wage ________
2 Not employed ___

15. Immediately before entering the program, what approximately was your monthly income and support from all sources?
(Check only one answer.)

1 $0 .... ___
2 $1-$166 .... ___
3 $167-$249 .. ___
4 $250-$332 .. ___
5 $333-$416 .. ___
6 $417-$499 .. ___
7 $500-$582 .. ___
8 $583-$666 .. ___
9 $667-$749 ... ___
10 $750-$832 ... ___
11 $833-$916 ... ___
12 $917-$999 ... ___
13 $1,000-$1,082 ___
14 $1,083-$1,166 ___
15 $1,167-$1,249 ___
16 $1,250 or more___

16. What was the highest level of school that you completed before entering the program?
(Check only one answer.)

1 Some elementary school .... ___
2 Elementary school graduate ___
3 Some high school .... ___
4 High school graduate or GED ___
5 Some college .... ___
6 College graduate .... ___
7 Graduate school .... ___

17. Before entering the program, had you ever completed any vocational training school or classes?

1 Yes ___
2 No ___

II. The following questions ask about the counseling, classes, training, and support which you may have received in your single parent or homemaker program, and how helpful they were for you.

18. Please check each of the following types of counseling or training which you received in your single parent or homemaker program. For each one that you received, please check whether it was helpful to you for obtaining employment.

	Not at all helpful	Slightly helpful	Moderately helpful	Very helpful
___ a. Assertiveness training	___	___	___	___
___ b. Career assessment	___	___	___	___
___ c. Goal setting or decision-making training	___	___	___	___
___ d. Human relations	___	___	___	___
___ e. Individual counseling				
___ 1 Career counseling ...	___	___	___	___
___ 2 Personal problems ...	___	___	___	___
___ f. Other (______________) ..	___	___	___	___
___ g. DID NOT RECEIVE ANY OF THE ABOVE				

19. Please check each of the following types of job-seeking training which you received in your single parent or homemaker program. For each one that you received, please check whether it was helpful to you for obtaining employment.

	Not at all helpful	Slightly helpful	Moderately helpful	Very helpful
___ a. Job interest and aptitude assessment	___	___	___	___
___ b. Labor market information ..	___	___	___	___
___ c. Job search skills	___	___	___	___
___ d. Other (______________) ..	___	___	___	___
___ e. DID NOT RECEIVE ANY OF THE ABOVE				

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23. Please check whether you received any of the following support directly from your single parent or homemaker program. If you did receive any of these, please check whether they were helpful to you for improving your situation.

	Not at all helpful	Slightly helpful	Moderately helpful	Very helpful
___ a. Child care support	______	______	______	______
___ b. Transportation assistance	______	______	______	______
___ c. Financial aid, other than for child care or transportation	______	______	______	______
___ d. Personal budget counseling	______	______	______	______
___ e. Peer support groups	______	______	______	______
___ f. Follow-up services	______	______	______	______
___ g. Other (specify) ______________	______	______	______	______
___ h. DID NOT RECEIVE ANY OF THE ABOVE				

24. Did the program which you attended provide you with information about non-traditional jobs? (A non-traditional job for women is one in which over half of the workers are male, such as welder. A non-traditional job for men is one in which over half of the workers are female, such as nurse.)

1 Yes ___
2 No ___

25. If your answer to question #24 was "yes," how helpful was the information about non-traditional jobs, with regard to each of the following?

	Not at all helpful	Slightly helpful	Moderately helpful	Very helpful
a Selecting an occupation or career	______	______	______	______
b Selecting a specific job	______	______	______	______
c Obtaining employment	______	______	______	______
d Dealing with harassment on a job after you left the program	______	______	______	______

III. Please answer the following questions with regard to your situation after you left the single parent or homemaker program.

26. Immediately after leaving the program, did you do any of the following? (Check as many as are applicable.)

1 Enter other job training ___
2 Enter vocational school ___
3 Enroll in college classes___
4 None of the above ...... ___

27. What was your employment status immediately after you left the program? (Check only one answer.)

1 Employed full time ... ___
2 Employed part time ... ___
3 Unemployed, looking for work .... ___
4 Unemployed, not looking for work .... ___
5 Other: _____________ ___

28. If you were employed immediately after leaving the program, was that employment related to the skills training (such as typing, computer programming, etc.) you received in the program? (Check only one answer.)

1 Yes .... ___
2 No .... ___
3 Did not receive skills training ___
4 Not employed .... ___

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37. If you have worked since leaving the program, how were you treated on the job?

a. Were you treated the same as a person of the opposite sex or gender? 1 Yes ___ 2 No ___
b. Were you not promoted because of your gender? 1 Yes ___ 2 No ___
c. Did you receive a promotion because of your gender? 1 Yes ___ 2 No ___
d. Did you experience any difficulty in job relations with persons of the opposite gender? 1 Yes ___ 2 No ___
e. Did you experience any sexual harassment on the job? 1 Yes ___ 2 No ___
f. Do you think you have been paid the same salary as employees of the opposite gender, who were doing the same kind of work in the same company? 1 Yes ___ 2 No ___

IV. **Your answers to the following questions will help to make the survey results meaningful.**

38. What is your sex?
1 Female ___ 2 Male ___

39. What is your race?
1 White ___ 3 Oriental ___
2 Black ___ 4 Other ___

40. What is your age? (Check only one answer.)
1 Under 20 yr. ___ 4 35 - 44 yr. ___
2 20 - 24 yr. ___ 5 45 - 54 yr. ___
3 25 - 34 yr. ___ 6 55 yr. or more ___

41. What is your marital status? (Check only one answer.)
1 Never married ___ 3 Divorced ___
2 Married ___ 4 Widowed ___
3 Separated ___

42. Do you have any children living at home with you who are:

(Check only one answer.)
1 Under 6 years of age ___
2 6 - 17 years of age ___
3 Both of the above .. ___
4 No children 17 years of age or younger ___

43. In which county do you live? ______________________________

44. In which kind of area do you live? (Check only one answer.)
1 City ___ 3 Town ___
2 Suburb ___ 4 Country ___

45. What is the highest level of school that you have completed? (Check only one answer.)
1 Some elementary school .... ___
2 Elementary school graduate ___
3 Some high school .... ___
4 High school graduate or GED ___
5 Some college .... ___
6 College graduate .... ___
7 Graduate school .... ___

50. If you currently are working, do problems with any of the following make it difficult for you to keep your job?

(Check all applicable answers.)

1 Child care .... ___
2 Transportation to work ___
3 Suitable work clothes ___
4 Your health .... ___
5 Work hours .... ___
6 Overtime rules .... ___
7 NONE OF THE ABOVE .... ___

51. What is your own current monthly income from employment?
(Check only one answer.)

1 Not employed ___
2 $1-$166 .... ___
3 $167-$249 .. ___
4 $250-$332 .. ___
5 $333-$416 .. ___
6 $417-$499 .. ___
7 $500-$582 .. ___
8 $583-$666 .. ___
9 $667-$749 ... ___
10 $750-$832 ... ___
11 $833-$916 ... ___
12 $917-$999 ... ___
13 $1,000-$1,082 ___
14 $1,083-$1,166 ___
15 $1,167-$1,249 ___
16 $1,250 or more ___

52. What are your current sources of income and support?

(Check all applicable answers.)

1 Employment .... ___
2 Unemployment benefits .... ___
3 Welfare or AFDC .... ___
4 Food Stamps .... ___
5 Social security .... ___
6 Disability payments .... ___
7 Child support .... ___
8 Alimony .... ___
9 Other household member's income ___
10 Savings .... ___
11 Other .... ___
Specify: ______________________

53. What is your current monthly income and support from all sources?

(Check only one answer.)

1 $0 .... ___
2 $1-$166 .... ___
3 $167-$249 .. ___
4 $250-$332 .. ___
5 $333-$416 .. ___
6 $417-$499 .. ___
7 $500-$582 .. ___
8 $583-$666 .. ___
9 $667-$749 ... ___
10 $750-$832 ... ___
11 $833-$916 ... ___
12 $917-$999 ... ___
13 $1,000-$1,082 ___
14 $1,083-$1,166 ___
15 $1,167-$1,249 ___
16 $1,250 or more ___

V. This final set of questions asks you for your overall evaluation of the single parent or homemaker program which you attended.

54. What aspect of the program was most helpful for

a. Improving your situation? ______________________________

b. Obtaining employment? ______________________________

55. What aspect of the program was least helpful for

a. Improving your situation? ______________________________

b. Obtaining employment? ______________________________

56. Was the length of the program.....
(Check only one answer.)

1 Too short ___
2 About right ___
3 Too long ___

- PLEASE GO ON TO NEXT PAGE -

ELIZABETHTOWN REWARD COMMUNITY COLLEGE

Elizabethtown Community College

Elizabethtown, Kentucky 42701

March 10, 1988

Dear Participant:

I know we are all relieved that Spring Break is finally here. Hopefully, we will all get a chance to re-vitalize in order to get through the remainder of the semester.

Don't forget our monthly group meeting on Friday morning, March 18, at 9:30 a.m. I am sure we will enjoy this fun session, as we pick up some tips on how to look even better. We will be meeting in Room 148 of the Administration Building.

I have some scholarship information that should be of interest to several of you.

I look forward to seeing all of you on the 18th.

Sincerely,

Loretta

Ms. Loretta Foster

File Copy

Elizabethtown Community College
Elizabethtown, Kentucky 42701

April 15, 1988

Dear Participant:

Our April group meeting will be held on Tuesday evening, April 26, at 6:30 p.m. in Room 148 of the Administration Building. Our topic will be "Non-traditional Career Choices." Judy Knight, a surveyor with a local firm, will be coming to talk with us.

I realize this is shorter notice than usual, but I was not able to confirm any of this any sooner. Please plan to be present. There are some things coming up that we need to discuss. Please be thinking about whether or not you would be interested in being a part of our work study program for next year.

I look forward to seeing you on the 26th.

Sincerely,

Loretta Foster

Ms. Loretta Foster
Coordinator

Elizabethtown Community College
Elizabethtown, Kentucky 42701

May 5, 1988

Dear Participant:

Hopefully by now you are all finished with your finals and are feeling good about having another semester behind you. To celebrate the end of the year, REWARD will be having a pot luck on Friday, May 13, from 11:30 a.m. to 1:00 p.m. in Room 112 of the Administration Building. We will provide the meat and drinks, so please bring a salad, vegetable, or dessert. This will be a great way to finish up the year.

If you have textbooks that you need to turn in, please bring them to this meeting. If you need to keep the book, write me a note to that effect, and you will be allowed to do so.

We look forward to seeing all of you on May 13. Please come if at all possible.

Sincerely,

Loretta

Ms. Loretta Foster
Coordinator

GUIDELINES

REWARD WORK STUDY PROGRAM

1. The Work Study Program provided by REWARD is designed to be a mutually beneficial endeavor for both student and faculty member.
2. In order to participate in Work Study, you must currently be enrolled in a class at ECC.
3. To remain in Work Study, classwork and class attendance must be kept at a satisfactory level. Any participant whose grade falls below a "C" or who is habitually absent from class will be reevaluated and possibly removed from the program. In no way is Work Study to interfere with class time or classwork.
4. Time sheets must be filled out and turned in for every two-week pay period. Time sheets must be signed by Janice Williams prior to being turned in. Keep a very accurate record of the days and hours you work.
5. It is of utmost importance that confidentiality be maintained. Never discuss any work you do for any instructor with another student. This will be an extremely important part of your responsibility in participating in Work Study.
6. Be willing to be flexible. You may be assigned a wide variety of office tasks. If you do not completely understand instructions given to you, ASK.
7. Be dependable. Be on time for work. If for some reason you will not be able to work during a certain time slot, let your employer know as soon as possible, so that other arrangements can be made.
8. If you have a problem at any time with your work assignment or employer, contact me immediately, so it can be worked out.
9. You will be evaluated by your employer(s) once a month. This is designed to help you become the best employee possible.
10. If you need help operating any equipment for your job, let me know and I will be glad to help.

APPLICATION

REWARD WORK EXPERIENCE PROGRAM

NAME ______________________________ SOCIAL SECURITY NO. ____________

ADDRESS ____

TELEPHONE NUMBER ____________

PLEASE LIST SCHEDULE FOR THIS SEMESTER:

COURSE	DAY & TIME

EDUCATIONAL GOAL: ____

LIST ANY SKILLS OR PREVIOUS EXPERIENCE, i.e. Typing, Filing, etc.

____

____

____

HOBBIES AND INTERESTS: _______________________________________

____

DAYS AND HOURS YOU WOULD BE AVAILABLE TO WORK: ________________

____

EMPLOYMENT TRAINING
REPORT FORM

NAME____Social Security Number____________________________

DATE WORKED	TIME STARTED	TIME ENDED	TOTAL TIME WORKED	EMPLOYER	TYPE OF WORK PERFORMED

REWARD EVALUATION

PROGRAM CONTENT:

Please rate the program for our monthly meetings:

1 - very effective
2 - of some value
3 - of little value

________Assertiveness Training

________Myers-Briggs Personality Inventory

________Job-Getting Skills

________Spouse Abuse

________Image of Success (Make-up and Hair Styling)

________Non-traditional Career Choices

Please make any suggestions you have for new programs that would be beneficial:

PERSONAL CONTACT AND COUNSELING:

I feel the personal contact between REWARD personnel and myself to have been:

________excellent

________good

________fair

________poor

I felt adequate counseling was provided by REWARD personnel when needed:

________yes

________no

EDUCATIONAL BENEFITS:

Adequate help was provided in preparing me to enter school.

________yes

________no

More information should be provided about:

________Financial Aid

________Registration Process

________Familiarization with Campus Facilities

________Other (Please specify)

PUBLICITY

I feel the best way to make REWARD known to possible participants is through:

________Newspaper

________Notices posted in store, laundromats, etc.

________Radio

________Other (Please specify)

I would________would not be interested in participating in the REWARD program next year.

FINAL PROGRESS REPORT

SEX BIAS AND STEREOTYPING PROGRAMS

WORKSHOPS FOR GENDER EQUITABLE CAREER CHOICES

Karen Malott, M.Ed.

NORTHERN KENTUCKY UNIVERSITY
REENTRY CENTER
225 ALBRIGHT HEALTH CENTER
HIGHLAND HEIGHTS, KENTUCKY 41076

August 1, 1987 to June 30, 1988

Body of Report

Rationale

Workshops for gender equitable career choices have been developed and tested by Dr. Clifford Shisler and Ms. Karen Malott. The workshops were conceived after research in sex equity and classes taught in career development showed a need for a more comprehensive approach to career choices. In addition to being comprehensive, the model developed provides a construct for unifying the information into appropriate gender equitable career choices. The workshops were intended to train professionals to use the materials and concepts as well as for use with students needing assistance with career choices. The evaluations and other feedback from the test sessions gave a clear indication that the workshops were significantly helpful to the participants.

Objectives

The primary objective of these workshops was to provide educators, single parent/homemaker project directors and other interested individuals with an opportunity to use these materials and this concept to provide more comprehensive gender equitable career choices.

Activities/Accomplishments

The gender equitable career workshops were presented to 340+ persons during the year. The locations and numbers of persons present are as follows: Maysville Community College (50); Elizabethtown Vocational School (11); Ashland Community College (25); Pee Wee Valley Vocational School (9); Jefferson County Adult Education (25); Jefferson County Project Agile and Single Parent/Homemaker Program (40); Mt. Sterling School System ((30); Displaced Homemaker Regional Conference in New Orleans (150+ in two sessions). The materials were continually updated and improved until the final edition that was used in New Orleans. A copy of the final edition is attached to this report. Materials were requested and sent to educators throughout the year. In addition to the written evaluations that were completed after each workshop (summary attached), we received feedback from a number of educators/counselors after they had had a chance to utilize the materials in their own setting. All feedback was positive and helpful in developing improvements to the model.

Plans

There are no plans as the project is concluded.

Changes

There are no changes as the project is concluded.

Recommendations

A recommendation for the future would be a project to develop the materials into a broader curriculum for publication.

Attachments

EVALUATION

MALOTT/SHISLER

Listed below are some words and phrases which could be used to describe the workshop. Mark an X on the dash between each pair of words that comes closest to expressing your immediate reaction to today's workshop.

OVERALL WORKSHOP

INTERESTING	126	47	17	2	2	BORING
CONFUSING	2	11	12	60	104	CLEAR
OF NO PERSONAL VALUE TO ME	4	9	24	44	109	OF PERSONAL VALUE TO ME
RELAXED	143	30	14	5	2	TENSE
MADE ME FEEL LEFT OUT	1	5	21	57	111	MADE ME FEEL INVOLVED
COVERED IDEAS THAT ARE NEW TO ME	37	49	69	23	15	COVERED OLD IDEAS
DULL	1	6	41	98	48	EXCITING
LEARNED A LITTLE	8	16	50	71	49	LEARNED A LOT
WISH IT COULD HAVE LASTED LONGER	48	32	88	11	5	THOUGHT IT LASTED TO LONG
IDEAS DISCUSSED WERE NOT IMPORTANT	4	2	17	43	128	IDEAS DISCUSSED WERE IMPORTANT

What were the best and worst parts of this workshop for you personally? Explain why.

REMARKS FROM EVALUATIONS FOR GENDER EQUITY CAREER WORKSHOPS

"Very helpful model--enjoyed enthusiasm and knowledge of presentors."

"Ideas not new but presentation was. I enjoyed it."

"Great film. Excellent team work by Malott/Shisler."

"Didn"t like working through the booklet."

"Handouts excellent. Great that materials can be reused with clients. Excellent resources and presentors."

Nice presentation style. Trainers work together well. Liked seeing/getting a well-designed model."

"Best part of workshop was interaction of presentors and the team presentation."

"Hands on participation and information to take were best parts."

"This was an excellent, timely presentation. Very professional."

"Best--actual hands-on work thru--Cliff and Karen wonderful!"

"I have been a Project Director for three years and have attended several conferences. This is the best workshop I've ever attended! Excellent--."

"Great handouts! Concise model, importance of career exploration with the client, and good idea about sales in various technical areas."

"Needed microphones."

"Great model and good for individual development and growth."

"Trainers job descriptions were sometimes blurred."

"Provided me with useful material to use with clients--a "different" approach to my "old" way of presenting this material."

"It helped me understand how important it is to understand ourselves before we begin making career decisions."

"Worst part of workshop was stress that was placed on male and female roles. People are free moral agents. I don't buy this women's lib thing; that is, that women are being mistreated in our society."

"Ideas discussed were important to me because there were a lot of things I had no idea about and learned what I had questions about."

REMARKS.......(continued)
Page 2

"Received lots of new information--feel better about choosing a new career."

"Not enough individual time."

"Liked the Fable of He and She."

"Liked the one sheet perspective for students to make decisions. However, all of the workshop was enlightening."

"I could see my own possibilities. I feel I can help my adult students now."

"Pulled together all phases of career decision making."

"Career sheet did not stand alone; walk-thru very important to clarity."

"Training sheet needs more explanations or directions on sheet itself."

"Very personally applicable."

"Presentors were very relaxed and complemented each other very well."

"Discussion on locus of control was best part."

NOTE: The remarks included on these pages are not all inclusive. They were selected as representative of the total remarks.

HIGH PAY OR JOB SATISFACTION:

DO WOMEN HAVE TO CHOOSE?

KAREN MALOTT CLIFFORD SHISLER

NORTHERN KENTUCKY UNIVERSITY
HIGHLAND HEIGHTS, KENTUCKY 41076

PERSONAL VALUES
1.
2.
3.
4.
5.

APTITUDES
1.
2.
3.
4.
5.

CAREER	PERSONAL VALUES ○	WORK ENVIRONMENT VALUES
1.		
2.		
3.		
4.		
5.		

WORK ENVIRONMENT VALUES
1.
2.
3.
4.
5.

NOW:
5 YEARS FROM NOW:

HIGH PAY OR JOB SATISFACTION: DO WOMEN HAVE TO CHOOSE?

The process of making a career decision is complex and frightening. We are not dealing just with today or the next few years, but a long period of time, and career satisfaction is crucial. The most conscientious of us complete the requisite search of many (but not all) of the careers available to us. We often check salaries to make sure we can survive, and many times, albeit subconsciously, determine what characteristics of potential careers are appealing or abhorrent. SELDOM ARE WE THOROUGH! This model has been designed to help those who may not have the necessary skills to be as logical and determined as you have been in your career selection. It provides guidelines where no guidelines have been heretofore available. It is a decision making model applied to selection of a career.

The model you are about to work with asks the career seeker to provide information about him/herself: Personal Values; Aptitudes and Skills; Interests; Work Environment Values; Salary Needs; and Training parameters such as duration and cost. After the participant has selected potential careers we then provide a schema for matching the characteristics of those potential careers with the values provided by the participant. The match, or lack of match, then provides a realistic basis for making a career choice.

In summary, this model is helpful. It is comprehensive. It is efficient, and is effective. It is designed and driven by the needs of the individual and his/her quest for a meaningful career that is satisfying personally, professionally, and financially.

HIGH PAY OR JOB SATISFACTION:
DO WOMEN HAVE TO CHOOSE?

Karen C. Malott, M.Ed. Director, Homemaker ReEntry Center, Northern Kentucky University, Highland Heights, KY, 41076. (606/572-6361)

Karen has been associated with sex equity projects since 1980, and Director of the award-winning Homemaker ReEntry Center since 1984. She has been involved in two research projects in Sex Equity, one regarding women in nontraditional jobs in Kentucky, and the other as a co-developer of a model for evaluating sex equity in vocational education. In addition to developing the Career Development Model with Cliff, she has also presented numerous career development workshops to both women's and mixed gender groups,at both the postsecondary and older adult level. Additionally, she has developed a gender equitable curriculum guide for single parent/homemaker career development workshops.

Clifford L. Shisler, Ph.D. Director, Research, Grants and Contracts, Northern Kentucky University, Highland Heights, KY, 41076. (606/572-5136)

Cliff has been involved with sex equity and careers for many years; and, as a grants development person, he has been instrumental in procuring suppport for numerous gender free training and research projects. He developed a proposal to procure funding for the first all-female welder training class in southern Illinois, has developed a sex equity evaluation model for vocational/technical programs in Kentucky, conducted workshops on reducing sex bias in curriculums and has presented workshops at various sites throughout Kentucky. He is presently on the Executive Committee and Advisory Board of the Homemaker ReEntry Center and on the Advisory Board of the ReEmployment Center at Northern Kentucky University.

This Workshop is partially funded by the Director of Equal Vocational Education Programs, Kentucky Department of Education.

PERSONAL VALUES

Check all of the values that apply to you. Choose the five most important ones and rank order them.

____ COMFORTABLE LIFE
Security for self and family

____ POWER
Control, authority or influence over others

____ HONESTY
Sincere, truthful, straightforwardness of conduct

____ HELPFUL - ALTRUISM
Regard for or devotion to the interest of others;
Concern for the welfare of others

____ INDEPENDENT - AUTONOMOUS
Self-reliant, self-sufficient, self determining

____ SENSE OF ACCOMPLISHMENT
Lasting contribution to world and society;
A life well spent

____ WEALTH
Material possessions or resources; money; affluence

____ IMAGINATION
Daring, creativity

____ PLEASURE
An enjoyable, leisurely life; doing what you desire in leisure time

____ RECOGNITION
Being made to feel significant and important for deeds done, accomplishments, awards won

____ FAMILY TIME
Time to spend in family activities and home life

____ PHYSICAL APPEARANCE
Concern for appearance of one's body and style of dress

____ LOVE
Affection, affirmation and aid to others

____ EXCITING LIFE
An active, challenging life

SKILL IDENTIFICATION WORKSHEET

Please assess your skill level in the following areas using this scale:

1. -no ability at all
2. -enough ability to get by
3. -some ability
4. -strong ability

After evaluating each individual skill, total your score for each skill area (verbal perspective, social, numerical,etc.). Look at your total scores and rank order the skill areas using your highest score for #1, showing the strongest ability. Please rank order your top five scores. Put your rank order numbers in the circles.

○ VERBAL PERSPECTIVE

____Writing: express myself well in written forms of communication.
____Talking: relate easily with people in ordinary conversational settings.
____Persuading: able to convince others to believe something that I hold to be true.
____Speaking: able to deliver a talk or address to an audience.

☐ TOTAL VERBAL PERSPECTIVE

○ SOCIAL

____Social ease: relate easily in situations which are primarily social in nature, i.e., parties, receptions, etc.
____Deal with public: relate on a continual basis with people who come to an establishment for information, service, or help.
____Good appearance: dress appropriately for a variety of situations or group occasions.
____Deal with negative feedback: able to cope with criticism.

☐ TOTAL SOCIAL

○ NUMERICAL

____Computational speed: able to manipulate numerical data rapidly without the aid of a mechanical device with considerable accuracy.
____Work with numerical data: comfortable with large amounts of quantitative data, compiling, interpreting, presenting data.
____Solve quantitative problems: able to reason quantitatively so that problems having numerical solutions can be solved without the aid of a computer or other mechanical equipment.
____Computer use: able to use electronic computers to solve quantitative problems; knowledge of programming, computer capabilities, etc.

☐ TOTAL NUMERICAL

○ INVESTIGATIVE

____Scientific curiosity: ability to learn scientific phenomena and investigate events which may lead to such learning.
____Research: gather information in a systematic way for a particular field of knowledge in order to establish certain facts or principles.
____Technical work: work easily with practical, mechanical or industrial aspects of a particular science, profession or craft.

☐ TOTAL INVESTIGATIVE +3

○ MANUAL/PHYSICAL

____Mechanical reasoning: able to understand the ways that machinery or tools operate and the relationships between mechanical operations.
____Manual dexterity: skill in using one's hands or body.
____Spatial perception: able to judge the relationships of objects in space, to judge sizes and shapes, manipulate them mentallly and visualize the effects of putting them together or of turning them over or around.
____Physical stamina: physical resistance to fatigue, hardship, and illness.

☐ TOTAL MANUAL/PHYSICAL

○ CREATIVE

____Artistic: keenly sensitive to aesthetic values, able to create works of art
____Imaginative with things: able to create new ideas and forms with various physical objects.
____Imaginative with ideas: able to create new ideas and programs through conceiving existing elements of behavior in new ways able to merge abstract ideas in new ways.

☐ TOTAL CREATIVE +3

○ WORKING WITH OTHERS

____Supervising: able to oversee, manage, or direct work of others.
____Teaching: able to help others learn how to do or understand something, able to provide knowledge or insight.
____Coaching: able to instruct or train an individual to improve his/her performance in a specific subject area
____Counseling: able to engage in a direct helping relationship with another individual in situations where the person's concern is not solvable through direct information-giving or advice.

☐ TOTAL WORKING WITH OTHERS

○ MANAGERIAL

____Organization and planning: able to develop a project through systematic preparation and arrangement of tasks and coordination of the necessary people and resources.
____Orderliness: able to arrange items in a systematic fashion for ready use.
____Handle details: able and comfortable in handling small tasks without losing track.
____Decision making: able to make specific judgments and accept consequences.

☐ TOTAL MANAGERIAL

INTERESTS

Directions: On the items listed below, check those that interest you. Put a check mark next to the things you like or with which you identify.

automobiles
planes
trains
ships
machines
tools
crafts
technology
supplies
woodworking
trades
drawing
instruments
locks
skill
construction
equipment
electronics
mechanics
electricity
materials
designing
building
inventing
industry

love
nurses
children
kindness
men
relationships
women
caring
advising
helping others
teaching
counseling
feelings
leading
guidance
compassion
friendship
cooperation
groups
communications
teamwork
motivation
people
community
adults

science
law
philosophy
psychology
books
theology
ethics
language
mathematics
literature
meaning
history
truth
knowledge
justice
theories
education
art
reason
poetry
mankind
ideas
wisdom
culture
values

A______________ B______________ C______________

Total the number of check marks you have made next to the items in the first column and enter that number on the blank line next to "A". The middle column is totaled and listed on the blank line next "B"; and the third column total is entered in the blank line next to "C".

If your highest total is "A", you are more likely to be interested in working with things and doing, such as Charles Kettering, the inventor. If "B" is your highest total, you are more likely to be interested in working with people and relating, such as Marva Collins, the teacher. Ideas and thinking careers like that of Bertrand Russell, philosopher and mathematician, would be more likely to suit you if your highest total was "C". Some people prefer a combination of two areas. Most jobs contain all three areas, with more focus on one or two areas.

WORK ENVIRONMENT VALUES

1. Check the work environment values that are appropriate for you. There should be one check mark for each line of values.

_____	Small Company	No Preference	Large Company
_____	Close Supervision	A combination	Independent
_____	Short hrs./ no overtime	No Preference	Flexible hrs./ some overtime
_____	Work near home	No Preference	Overnight travel
_____	Low level of responsibility	Some responsibility	High level of responsibility
_____	Variety of duties	No Preference	Routine duties
_____	Low pressure	High pressure at times	High pressure
_____	Indoors	No Preference	Outdoors
_____	Clean	Messy	Dirty
_____	Advancement Opps.	Limited growth	Same job next yr.
_____	Further training	Some training	No further training
_____	Team work	No Preference	Individual

2. Now, rank the 5 most important values (1= most important).

SALARY NEEDS

1. Minimum wage needed NOW (alone, or 2nd income) $ _____ /month

Fringe benefits (check those needed)

Hospitalization __________ Sick Leave __________
Retirement __________ Life Insurance __________
Vacation (how long) __________ Child Care __________
Other(s) (list) ______________________________

2. Wage needed in 5 years $ _____ /month

Fringe benefits (check those needed)

Hospitalization __________ Sick Leave __________
Retirement __________ Life Insurance __________
Vacation (how long) __________ Child Care __________
Other(s) (list) ______________________________

3. Minimum wage needed NOW (2 children, no spouse) $ _____ /month

Fringe benefits (check those needed)

Hospitalization __________ Sick Leave __________
Retirement __________ Life Insurance __________
Vacation (how long) __________ Child Care __________
Other(s) (list) ______________________________

4. Wage needed in 5 years (2 children, no spouse) $ _____ /month

Fringe benefits (check those needed for (S)self-(F)family or (SF)both)

Hospitalization __________ Sick Leave __________
Retirement __________ Life Insurance __________
Vacation (how long) __________ Child Care __________
Other(s) (list) ______________________________

5. Wage needed in 20 years $ _____ /month

Fringe benefits (check those needed for (S)self-(F)family or (SF)both)

Hospitalization __________ Sick Leave __________
Retirement __________ Life Insurance __________
Vacation (how long) __________ Child Care __________
Other(s) (list) ______________________________

TRAINING

Please choose the location, duration and cost of training that you can afford.

I. LOCATION (Check the furthest you can travel):

1. Local (less than 1 hour drive, one way) _____yes _____no
2. Regional (will have to move temporarily, but within 6 hours drive) _____yes _____no
3. National (will have to move temporarity, anywhere in USA) _____yes _____no

II. DURATION (What's the longest you can be in school/training?) (Full-time/Part-time?)

	Full-time	Part-time
1. 6 weeks	____________	____________
2. 3 months	____________	____________
3. 6 months	____________	____________
4. 1 year	____________	____________
5. 2 years	____________	____________
6. 4 years	____________	____________
7. Longer	____________	____________

III. COST (What's the most you can afford?)

1. $15./month ____________
2. $25./month ____________
3. $50./month ____________
4. $75./month ____________
5. $100./month ____________
6. $150./month ____________

IV. Using the information above complete the following sentence:

I can go to school __________ full/part-time for __________
Location Circle one Duration
and can afford $_______per month.
Cost

MALOTT/SHISLER CAREER MODEL

Instruction Sheet

You have now completed worksheets and/or activities that give you information about yourself regarding your personal values, aptitudes and skills, interests, work environment values, salary needs and training possibilities. You will now transfer that information to the Malott/Shisler Career Model.

Transfer the personal value that you have ranked as most important to you (#1 on your Personal Values Worksheet) to line 1 in the box marked "Personal Values" in the upper lefthand corner of the career model. Follow this with 2, 3, 4, and 5 in the order of importance the values have to you.

Select the five skills that you have chosen as the ones in which you have the strongest ability on your Skills Worksheet and transfer them to the box marked "Aptitudes and Skills" in the upper center of your career model. List them in rank order, with 1 being your strongest ability.

The Interest Worksheet lets you know whether you prefer working with ideas, people or things. Transfer that information to the "Interest" box of the career model in the upper righthand corner of the model, list as #1 the choice in which you have the highest score. Line 2 is for your second highest score and line 3 for your lowest score.

Transfer the work environment values in the order in which you have ranked them on the Work Environment Worksheet. These values go in the "Work Environment Values" box in the lower lefthand corner of the career model.

The "Salary Needs" box, lower center of your career model, is completed from the information you have completed on the Salary Needs Worksheet. Transfer the information as it applies to you and your situation now, and how you think it will be in 5 years. As an example, if you are a single parent with two dependent children now, use that amount. If those children are 18 and 16 and you will probably not be responsible for them in 5 years, take that information into account when projecting for 5 years. Conversely, if those children are 13 and 15 and may be in college in 5 years, consider that information in determining the salary that you will need.

The "Training" box in the lower righthand corner of the model is completed from information on the Training Worksheet. Transfer the information as it relates to your situation right now. WHERE can you train right now, HOW LONG can you train right now, and WHAT COST can you afford right now? If you feel that there is a possibility that this might change in the future, pencil in information for the future on those same lines.

Look at the six boxes that you have completed. Of those six areas, which is the most important consideration to you at this time as you plan a career? Put a 1 in the circle in the righthand corner of that box. What is second in importance to you right now? Put a 2 in the circle of that box. Complete the rest of the boxes until all six have a number.

TIME FOR A BREAK! STAND UP AND STRETCH, TAKE A COUPLE OF DEEP BREATHS, AND GET READY TO COMPLETE YOUR CAREER MODEL!

NOW you move to the center of the career model to the area that starts with "Career." You are ready to list the five careers that you will investigate to see if they match your needs and abilities at this time. If you have completed the Self Directed Search or some other career inventory tool, this will be your resource for the career information. If you have not, you may list any five careers that may be of interest to you. It is suggested that you explore at least one nontraditional career, perhaps as a sixth option if you already have five career interests. List the five careers in the "Career" column. They do not need to be in any particular order. If you choose to explore a sixth option, just list it immediately below the career box.

There are several ways to gather the information for your career investigation. One of the easiest methods is to research career books, such as the _Occupational Outlook Handbook_, the _Dictionary of Occupational Titles_, and the _Guide to Occupational Exploration._ A more time consuming method, but perhaps more realistic to your own locale, is to interview professionals in the career areas in which you are interested. A Career Information Sheet is included for your convenience in this process (Appendix A). Job shadowing a professional can also provide information that is not available in books.

The object of whatever investigative method you choose, is to see if the personal values, work environment values, aptitudes and skills, salary needs, interests, and training needs that you have deemed _important to you_ are matched by those provided in the careers you are considering. For example, you are considering a career as an electronics technologist. You value family time, wealth, security, opportunities for advancement, independent work, and you like working with things and people. You have good numerical skills, good mechanical reasoning, and are at ease with a variety of people in a variety of situations. You need to make $20,000 annually to support your two children and you can only afford to go to school locally for two years or less. It's a perfect match! It is probably not going to be nearly that easy. You may have exactly the same needs and abilities and be interested in Social Work. In investigating Social Work you will find that the hours are long, the salary low and the training long and maybe not available in your area. On the other hand, if your top value is altruism, your skills are counseling and teaching, your interest is people and data, you do not mind long hours of work, you can get by on less money and some way you will get through at least 4 years of school, Social Work may be for you.

You may be in a position where you are setting a long term career goal and have to choose something for the short term to get you there. This model can also help you to see what type of "job" will be most satisfactory to you while you gather the resources to pursue the career of your choice.

The priority in which you have listed your needs and abilities reflects your life as it is right now. Consider those priorities for the present and also project which of those areas may change for future choices.

GOOD LUCK!

APPENDIX
AND
ATTACHMENTS

CAREER INFORMATION FORM

DIRECTIONS

A. Complete as indicated. Be sure the address and telephone number are accurate, and that the Mentor's name is spelled correctly. Do this at the beginning of the day.

B. Most Important Daily Tasks. List the five most important tasks that this job requires and does on a fairly frequent basis.

C. Work Environment Values. Some of these items may need to be discussed with your Mentor, others you may observe. Please fill out as accurately as possible.

D. Compensation. You will have to discuss this with your Mentor. Under "Special Benefits", listed items like free tuition, free child care, exercise facilities, etc.

E. Aptitudes and Skill Required. Are there certain general skills you need to do the job? Do you need to like math? Or lift heavy objects? Or be good with your hands? Or read well? Or get along with people? These are only examples---

F. Education/Training Needed. How long is the education/training? What will it cost? Where is the closest place you receive this education/training?

Finally, be sure to thank your Mentor for spending his/her time with you. Also, it is recommended that you write a thank you letter to him/her within a week.

CAREER INFORMATION FORM

A. 1. Job Title: ________________ 4. Telephone: ________________
2. Person Interviewed; ________________ 5. Date: ________________
3. Company Address: ________________ 6. Student: ________________
____

B. Most Important Daily Tasks

1. ________________ 2. ________________ 3. ________________

4. ________________ 5. ________________

C. Work Environment Values Pleace circle

Small/Large Co.
Travel/No travel
Low/High Pressure
Team/Individual

Dependent/Independent
Indoor/Outdoors
Clean/Dirty
Training/No Training

Short/Flexible hrs.
Low/High Responsibility
Routine/Variety Duties
Advancement/Same Job

D. Compensation

At start $ _____ /month Benefits: Full _____ Partial _____ None _____
In 5 yrs. $ _____ /month Special: ________________________________
____

E. Aptitudes and Skills Required

1. ________________ 2. ________________ 3. ________________

4. ________________ 5. ________________

F. Education/Training Needs for begining employment

1. Length: __________ 2. Level: __________ 3. Cost: __________

4. Availability: ____________

Attachment 1

TEN QUESTIONS TO CONSIDER

How much do you know about the status of working women? Take this quiz and then check your answers against those listed on the next page.

1. The number of women who work for pay at some time during their lives is:
   - a. 3 out of 10
   - b. 5 out of 10
   - c. 7 out of 10
   - d. 9 out of 10

2. In 1984 the percentage of women who worked because of economic need (self-supporting or husband earned less than $15,000) was.
   - a. 33 percent
   - b. 45 percent
   - c. 56 percent
   - d. 66 percent

3. Married men with non-working wives, and one or more children, make up what percentage of all households?
   - a. 10.7 percent
   - b. 26.4 percent
   - c. 62.8 percent
   - d. 79.3 percent

4. Women make up what percentage of the total workforce?
   - a. 15 percent
   - b. 24 percent
   - c. 44 percent
   - d. 50 percent

5. In 1982, the median earnings for men and women who worked full-time, year-round were
   - a. men-$26,456 - women-$24,954
   - b. men-$21,542 - women-$13,352
   - c. men-$22,317 - women-$19,942
   - d. men-$20,561 - women-$20,240

6. In the past decade, three-fifths of the labor force increase has been among
   - a. women
   - b. minority women
   - c. minorities
   - d. married women

7. In 1983, fully-employed female high school graduates (with no college background) earned
   - a. more than male high school graduates
   - b. less than men who had completed less than 8 years of elementary school
   - c. more than male high school graduates, but less than male college graduates
   - d. about the same as male high school graduates

8. In 1983, the percentage of women employed as precision production, craft and repair workers was
   - a. 3 percent
   - b. 8 percent
   - c. 15 percent
   - d. 22 percent

9. The unemployment rate of minority women, compared to that of Caucasian women is
   - a. about the same
   - b. less than the rate for Caucasian women
   - c. 35 percent more
   - d. twice as high

10. The average women worker will work outside the home between _______ in her lifetime.
    - a. 0 - 5 years
    - b. 5 - 15 years
    - c. 15 - 25 years
    - d. 25 - 35 years

ANSWERS TO QUIZ

1. d
2. d
3. a
4. c
5. b
6. a
7. b
8. b
9. d
10. d

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CAREER DECISIONS

Select three careers in which you are interested, list up to 5 tasks that are done in that career on a frequent(daily) basis. Also, list one or two reasons you are interested in working in that career.

A. CAREER #1: ____
   1. Daily Tasks:
      a.
      b.
      c.
      d.
      e.
   2. Reasons for interest in career:
      a.
      b.

B. CAREER # 2: ____
   1. Daily Tasks:
      a.
      b.
      c.
      d.
      e.
   2. Reasons for interest in career:
      a.
      b.

C. CAREER # 3: ____
   1. Daily Tasks:
      a.
      b.
      c.
      d.
      e.
   2. Reasons for interest in career:
      a.
      b.

EVALUATION

MALOTT/SHISLER

Listed below are some words and phrases which could be used to describe the workshop. Mark an X on the dash between each pair of words that comes closest to expressing your immediate reaction to today's workshop.

OVERALL WORKSHOP

INTERESTING	____	____	____	____	____	BORING
CONFUSING	____	____	____	____	____	CLEAR
OF NO PERSONAL VALUE TO ME	____	____	____	____	____	OF PERSONAL VALUE TO ME
RELAXED	____	____	____	____	____	TENSE
MADE ME FEEL LEFT OUT	____	____	____	____	____	MADE ME FEEL INVOLVED
COVERED IDEAS THAT ARE NEW TO ME	____	____	____	____	____	COVERED OLD IDEAS
DULL	____	____	____	____	____	EXCITING
LEARNED A LITTLE	____	____	____	____	____	LEARNED A LOT
WISH IT COULD HAVE LASTED LONGER	____	____	____	____	____	THOUGHT IT LASTED TO LONG
IDEAS DISCUSSED WERE NOT IMPORTANT	____	____	____	____	____	IDEAS DISCUSSED WERE IMPORTANT

What were the best and worst parts of this workshop for you personally? Explain why.

BEST	WORST

PROGRAM EVALUATION

Your honest evaluation of this program is requested. Your responses will be used in future planning.

BROCHURE, ADVERTISEMENT

I attended this program because of (please check):

_____A brochure

_____A newspaper column

_____A newspaper advertisement

_____A personal recommendation

_____Other ______________________________

Please indicate the level of agreement with the statements as indicated:

Irrelevant to this seminar - 0
Strongly Agree - 1
Agree - 2
Disagree - 3
Strongly disagree - 4

_____1. Described content accurately
_____2. Created interest in program
_____3. Was easily read
_____4. Design captured interest
_____5. Provided sufficient information

SEMINAR CONTENT

Please indicate the level you rate each statement by the following criteria:

Not relevant to this program - 0
Outstanding - 1
Evident most of the time - 2
Evident some of the time - 3
Needed but not evident - 4

_____1. Applicability of this program to my educational development.

_____2. Usefullness of this program to my personal development.

_____3. Integration of audio visual/handout material with program content.

_____4. Material current, handouts interesting

_____5. Agreement of program content with announced outcomes

_____6. Program leaders knowledgeable and prepared

_____7. Program leaders kept interest

_____8. Program leaders showed an interest in me

COMMENTS:

1. What I liked best about the program: ______________________________

2. What I liked least about the program: ______________________________

3. Other comments: ______________________________

REWARD Advisory Meeting
October 16, 1987

The REWARD ADVISORY Committee met on Friday, October 16, at 12:00 at Stone Hearth. Members present included Terry Reams, Peggy Phalen, Vanessa Wilborn, Carolyn Rhodes, and Karen Langham. Diane Owsley, Janice Williams, and Loretta Foster were also in attendance.

A fact sheet for the 1987-88 program was distributed and discussed.

Committee Members were asked for suggestions for monthly programs. Pheggy Phelan volunteered to do a program on Math Anxiety. Vanessa Wilborn recommended that we ask Nelle Nicely, Community Awareness Coordinator for Lincoln Trail Domestic Violence, to speak to the group. Carolyn Rhodes suggested a Saturday program at the Vocational School be presented By the instructors in various non-traditional fields. This could be a workshop with mini-sessions on electrical repairs, auto mechanics, etc.

It was also suggested that we have more social functions sponsored by REWARD. Attendance at these would be on a voluntary basis. Programs for the children of REWARD participants were also discussed.

REWARD Advisory Meeting
April 6, 1988

The REWARD Advisory Committee met on Wednesday, April 6, 1988, at 12:00 at Stone Hearth Restaurant. Members present included Terry Reams, Peggy Phalen, Vanessa Wilborn, Lynn Magoon and Karen Langham. Diane Owsley, Janice Williams, and Loretta Foster were also in attendance.

Loretta Foster explained the new guidelines that have been received concerning use of the funds for next year's grant. Funds are no longer allowed to be used for textbooks and tuition. As a result, next year's proposal asks that money be provided to the participants for travel. Peggy Phalen suggested that we check with the Department of Human Resources to find out what effect this would have on food stamp recipients. Terry Reams suggested that we call it travel reimbursement, as it will be provided after the fact.

Suggestions for program in July were requested. Peggy Phalen volunteered to do a session on "Math Anxiety" for the new group. Someone from Communicare was suggested to do the stress management program.

Copies of the new brochure for 1988-89 were distributed to the committee members.

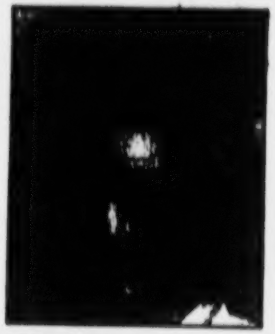
Program proves rewarding when 'displaced homemakers' retrain

By LORETTA FOSTER

There are approximately 11.5 million displaced homemakers in the United States. In Kentucky, the latest figure reported is 188,151. What is a displaced homemaker? A displaced homemaker is an individual whose job has been homemaking and who has lost his or her main source of income through divorce, separation, death of a spouse, or disability or long-term unemployment of their spouse. Most have reared children and run households, but now find themselves without insurance and without jobs. The price they pay for their previous unpaid careers is very high. Most are in their prime working years, ages 35-64. Regardless of their previous status, many are now living below poverty level. Just think of the waste of talent—talent that should be put to use in the workplace.

At ECC, we are helping through a program called REWARD (Re-entering Education with at Real Determination). This is a program funded by a grant from vocational education to aid single parents and homemakers in their attempt to train or retrain in order to enter today's job market. Four years ago, four ECC faculty memberrs saw a need and wrote a proposal for a grant to meet that need. I was at that time a part-time instructor and was hired to coordinate the program under their direction. To be quite honest, I didn't know what I was getting into, but my interest was aroused and I was delighted to be working with these very dedicated professionals.

I found those in this program to be an amazing group of people. They are multi-talented, eager to learn and an asset to any campus. Their determination is constantly there, despite an overwhelming amount of responsibility and pressure at home.


LORETTA FOSTER

Working with a very small budget, financial support is at a minimum. Initially, we help them to realize that attending college or vocational school is a realistic possibility for them. It is important for them to realize that at ECC, as well as many other institutions, the number of non-traditional students is growing every semester. We work to build confidence and self-esteem. We discuss stress management, time management, how to make career choices, assertiveness, and personal finance. In addition, we provide basic skills instruction. We give assistance in filling out the college application form, financial aid forms, and guide them through the registration process—any of which could deter even the bravest of prospects.

Once a participant is enrolled in school, our program offers additional support—help in finding tutors for clases, monthly group meetings, individual counseling, and a sympathetic ear.

What characteristics describe these participants? They are as varied a group as you might expect. They are white, black, and hispanic. They are young and not so young. Many have young children; some have grandchildren. They come from six of the surrounding counties, from both towns and rural areas. They all have one trait in common—a dedication to improving their educational status in order to improve the quality of life for themselves and their families.

We are not 100 percent effective. Not every one enrolls in school or stays in school. However, our retention rate is better than 80 percent. We are nearing the end of our third year. In December of last year, the first three of our original group earned Associate Degrees and will be participating in ECC's graduation in May. Others are well on their way to similar degrees.

What will they be doing a few years from now? One will be a doctor, another a lawyer, one an accountant, a psychologist, a social worker, two will be elementary teachers, and several will be nurses. Would they be where they are without a program such as ours? In some cases, maybe. In many other cases, definitely No. ■

BEST COPY AVAILABLE

Combined Fourth Quarter
and
Final Progress Report

Sex Equity
(Type of Project)

Rural Women's Proprietorship Project
(Project Title)

Rosemary Ewen, Coordinator
(Project Director)

Hazard Community College
Business & Industry Technical Assistance Center
(Agency or Institution)

Starr Building
825 High Street
(Address)

Hazard, KY 41701
(City, State and Zip)

July 1, 1987 to June 30, 1988
(Reporting Period)

Business & Industry Technical Assistance Center • 825 High Street, Hazard, KY 41701 • 606/439-5856
Kentucky toll free 1-800-826-7397 (wait for tone) 54 #

June 24, 1988

Ms. Bettie Tipton
Equal Vocational Education Programs
Kentucky Department of Education
Capital Plaza Tower
Frankfort, KY 40601

Dear Ms. Tipton:

Attached please find the Rural Women's Proprietorship Project's Fourth and Final Report for 1987-88.

It's been a very rewarding three months that I've been with the program. Actually it has been just long enough for me to be totally enthused with the thrust of the program so I regret we can't do justice to our participants with the half time funding. Be assured however we will deliver the most complete service we can to those who need us.

Hope you are pleased with our report because we're pretty proud of it ourselves.

Sincerely,

Rosemary Ewen

Rosemary Ewen, Coordinator
Rural Women's Proprietorship Project

jn

Enclosure

RURAL WOMEN'S PROPRIETORSHIP PROJECT

Rationale

As the second year of the Rural Women's Proprietorship Project (RWPP) comes to a close, the participant numbers continue to grow indicating a great interest has been generated by the program's efforts to provide entrepreneurial training and business assistance to women in the rural setting. The women are anxious to learn because they realize choosing this non-traditional career option requires a new perspective of life goals, development of skills and knowledge from which they traditionally had been "protected" or considered unable to learn. This realization has weakened the barrier and caused women to reach out for more education and knowledge that previously kept women out of the male-dominated business world. Many times women already in business are even more acutely aware of their needs, and receptive to training and assistance. Rural Women's Proprietorship Project has addressed these concerns and worked to meet with our participants whenever it is convenient with them.

Objectives/Accomplishments

The first objective of the Rural Women's Proprietorship Project is to provide entrepreneurial training and business assistance to 50 more women bringing the two-year total to 90. Presently the program serves 210 women and 5 men exceeding the goal by 138%.

The second objective of the Rural Women's Proprietorship Project is to serve 30 women currently in business. The program is serving 93 businesses, exceeding the goal by 210%.

To fulfill these two objectives a series of six well-received evening workshops for each of the counties, Letcher, Leslie, Knott and Perry were held and RWPP participants were also admitted free of charge to several other Hazard Community College's BITAC (Business and Industry Technical Assistance Center) Workshops.

Individual consultations, on-site, in the office or any site so designated by the participant, were provided at any time specified by the participant including regular business hours, evenings and weekends. The participants are appreciative of assistance given on a one-on-one basis and a friendship grows enabling even more assistance to be given. This has been a most rewarding area in which to work. In the past few months this has been the area demanding the most time. The coordinator has personally interacted with 71 different participants in the last 10 weeks (13 extensively).

Several participants have expressed interest in the incubator office space but presently no participant is utilizing the available facilities. After our impending relocation it is expected that our improved facility will prove attractive because of space and location for both office and retail activities.

The list of mentors and advisors compiled in each of the five counties continues to grow with many very firmly committed to the cause of providing leadership for our budding entrepreneurs.

Activities

Recently 57 new participants have been added as a result of their request for individual consultation, after an initial visit from the coordinator.

Contact was made to 204 active and inactive participants by letter of introduction and needs survey.

A low-tech newsletter was mailed to 215 participants and 48 friends of the program. This resulted in a lot of positive feedback.

A presentation of the Rural Women's Proprietorship Project was planned and presented to the state wide meeting of the Career Awareness-Single Parent/Homemaker Project coordinators in Richmond.

Arrangements are already underway to set up (donated) office space in Letcher County to accommodate the large number of clients and cut down on travel time and expense.

We continue to maintain contact by personal consultation, telephone, newsletter and personal letter in order to encourage and support participants in their pursuit of that entrepreneurial spirit.

Plans

The 1988 Fall Workshop dates, locations, subjects, syllabi and most presenters have been finalized, taking into consideration the needs survey. These subjects are listed on the following page.

- I. Goal Setting For Life
- II. Financial Planning for Women of All Stages (and Budgets)
- III. Personal Considerations of the Woman Going Into Business
- IV. Business Nuts and Bolts
  - A. Market Research
  - B. Location
  - C. Your Business Image
  - D. Locating Supplies
  - E. Budget Advertising
  - F. Terms of Sale...Cash Only?...Plastic? ...Collection Recourse
- V. Salesmanship (a Life Process)
- VI. How to Get Started and be Sure to Make It
  - A. Regulations (What Your Government[s] Expects of You in Business)
  - B. The Business Plan
  - C. Records and Accounting for Business
  - D. Cash Flow Chart

The 1988 Spring Workshop Subjects and Syllabi have also been drafted.

- I. Business Structure and Financing
  - A. Business Structure
    - 1. Sole Proprietorship
    - 2. Partnership
    - 3. Limited Partnership
    - 4. Corporation
    - 5. S-Corporation
  - B. Business Financing
    - 1. SBA
    - 2. Banks and S&L
    - 3. Family and Friends
    - 4. Equity
    - 5. Venture Capital
- II. What Can I Make a Computer do for Me?
  - A. IBM
  - B. Mac
  - C. Radio Shack
  - D. Other
- III. Shoplifting, Employee Theft and Bad Checks
  - A. Police
  - B. Banks
  - C. Attorney
- IV. Business Nuts and Bolts
  - A. Dealing with Suppliers
  - B. Inventory Control
  - C. Pricing Considerations

- D. Personnel
  1. What to look for
  2. Save big bucks by hiring certain targeted groups
  3. Get a big tax break
  4. Funds are available for partial wages during training
- V. Display and Merchandising Do's and Don'ts
- VI. Do I Need an Accountant, Attorney or Business and Health Insurance?

Individual consultations in our office during business hours and at their business address or any other site designated by the participant will still be the backbone of the program. The Workshops are very revealing to the participants but they want their individual questions answered in private.

Reaction to the newsletter has been so positive that we plan to continue on a regular basis.

RWPP and Career Awareness-Single Parent/Homemaker and Older Workers programs are planning a Women's Summer Event beginning July 18, 1988 daily for four weeks.

WYMT Channel 57, our area television station has promised us some public service programming.

Changes (Programmatic)

The only basic programmatic change involves the Breathitt County workshop scheduled for February which was suspended in the interim between the leaving of the former coordinator and hiring of a new one.

Recommendations

It has been requested that we offer the workshops in even more locations than those planned in each of the five counties, particularly where the county is large and the terrain segments one area from another.

We suggest that offices (part-time) be set up in each of the more distant counties to accommodate those women who are interested in individual consultations but do not yet have a place of business. (Meeting at the local fast-food restaurant or a convenience store leaves a lot to be desired.) Most women prefer to have consultations outside their homes.

Attempts have been made to pursue the possibility of a craft guild to market regional crafts and the primary obstacle has been that one person to spearhead the project. It is our recommendation, that person be searched for most diligently. Hazard/Perry County Economic Development Director Tyler Cornett has pledged the support of his organization and that of the Chamber of Commerce for promotion of a craft guild supplied retail and wholesale business.

Advertising of the RWPP services (not just the workshops) needs to be stepped up to reach as many women as possible.

More successful business persons need to be contacted about the project's services to expand our mentors and advisors with plans to encourage additional funding by the area's communities.

Activity Statistics

1st and 2nd quarter: 35 new clients
3rd quarter: Coordinator position vacant
4th quarter: 57 new clients

- 217 served in one way or another
- 92 in business or opening date set
- 204 contacted by letter of introduction and needs survey. So far 12.74% responding
- 215 participants and 48 friends received newsletter
- 71 different clients served by face-to-face consultation
- 13 extensively (2-10 hrs. 4th quarter)
- 24 phoned for consultation
- 1 resume assistance
- 1 copier use and flyer layout services for business in distress
- 4 participants met with SBA
- 2 participants referred to each other
- 3 closed doors
  - bored with business 1
  - too late for assistance 2
- 1 chapter 7
- 1 died - relative taking over

Since this program's activities do seem to be a bit unique here's some statistics of our own.

Participants Involved in Particular Businesses

19	Retail Ladies Clothing (including special occasion)
10	Arts and Crafts
4	Convenience
3	Children's Clothing
3	Traditional Restaurant
3	Grocery
3	Upholstery and Drapery
3	Interior Decorating
3	Arts and Crafts Supplies
2	Gifts
2	Trophies
2	Florist
2	Attorney
2	Beautician
2	Insurance Manager
2	Retail Produce
2	Modeling Agency
2	Toner Bed/Clothing Manufacturer
2	Catering
2	Jewelry
1	Car Dealer
1	Cards and Books
1	Antiques and Gifts
1	Bronzing Baby Shoes
1	Hardware
1	Electrolysis
1	Consignment Shop
1	Caker
1	Desktop Publishing
1	Fabric Shop
1	Record Label/ Booking Agent
1	Furniture
1	Shopping Center Manager
1	Fast Food Restaurant
1	Day Care
1	Cosmetologist
1	Bank V.P.
1	T.V. Repair/Satellite
1	Mining Tech & Safety
1	Sewing & Alterations
1	Music Shop

In Planning Stage

Country Gifts
Bookkeeping Service

Other

2	Referred for Employment
1	Enrolled in Data Processing (HCC)
1	Intern Television Production
1	Cooperative Placement

HENDERSON COMMUNITY COLLEGE
CAREER DEVELOPMENT CENTER

SINGLE PARENT HOMEMAKER PROJECT

ANNUAL REPORT FOR CALENDAR YEAR 1987 - 1988

Beverly Dennis
Coordinator
Women's Career Center

Project Number
4-22201

Number Served
62 Participants

In the past six years Henderson Community College has provided a clerical skills training program for single parent homemakers. These individuals are in need of complete job skills and vocational training. For this reason the program has emphasized short term training employability skills and finally placement in the secretarial field. Training has emphasized the subject areas of typing, shorthand, bookkeeping, computer skills, and word processing. This training effort has been conducted in two six-week work experience components allowing participants to work 20 hours a week in a public non-profit organization resulting in more awareness of the responsibilities of the working world. This effort has been supported by personal and group counseling and training in assertiveness, self-development strategies, and employability skills.

During the 1988 calendar year child care funds have been utilized to allow women who are not A.F.D.C. recipients to attend the Career Development Center's program . This effort has resulted in an increase in enrollment and provided 62 women with a competitive work skill. Of those 62 women, 90% have entered unsubsidized employment in the Henderson, Union, and Webster county areas. In addition to the clerical slots, we have served eleven full time and two part time college students. All of whom have obtained a passing grade. We have served three black females and ten white females. I have attached a data sheet indicating the goals accomplished during this calendar year, a breakdown of the target group served and a financial account of funds spent.

OBJECTIVES ACCOMPLISHED

for

1988 Calendar Year

1. Provided economically disadvantaged individuals with the communication techniques necessary for them to compete effectively in interviewing sessions and other job related activities in the areas of job readiness skills, assertiveness training, and career assessment.
2. Provided economically disadvantaged participants with entry level skills in typing, shorthand, communications, bookkeeping, word processing, and computer skills.
3. Provide participants with personal and group counseling, to enhance self-confidence development, positive image, time and conflict management, and effective parenting strategies.
4. Provided financial support for single parent homemakers in areas of child care and travel allowance.
5. Provided clerical participants with competitive experience in entry level clerical field through work experience in public non-profit organizations.
6. Provided all participants with skills assessment strategies, such as the G.A.T.B. and Kuder Interest Inventory.
7. Aided all program participants in job placement when skill level was acquired.

Contract # BC84292429

JTPA PARTICIPANTS July 1, 1987 - June 30, 1988

1.	Connie Anderson	401-13-3924	White	Female	Terminated
2.	Barbara Baker	401-62-5331	White	Female	Placement
3.	Sharron Berry	400-02-7375	White	Female	Placement
4.	Marcia Bishop	404-21-5650	White	Female	Medical
5.	Donna Bryant	405-88-3972	White	Female	Dropped
6.	Beth Christmas	306-42-0220	White	Female	Placement
7.	Jackie Collins	313-70-7335	White	Female	Dropped
8.	Jenny Critser	401-06-8895	White	Female	Placement
9.	Nadine Damrath	288-34-1460	White	Female	Dropped
10.	Darlene Daniel	404-92-8000	White	Female	Placement
11.	Paula Daugherty	404-02-8360	White	Female	Placement
12.	Gina Dickson	304-78-0779	White	Female	Work Exp.
13.	Vernila Dixon	550-78-5698	Black	Female	Terminated
14.	Betty Dossett	400-86-5045	White	Female	Terminated
15.	Amy Duncan	403-19-0407	White	Female	Terminated
16.	Regina Dunford	420-11-4871	White	Female	Dropped
17.	June Forbes	313-68-4336	White	Female	Placement
18.	Dava Ford	404-17-2540	White	Female	Dropped
19.	Becky Frisby	406-96-2503	White	Female	Placement
20.	Julie Gish	401-19-4876	White	Female	Terminated
21.	Dena Guill	402-92-952	White	Female	Placement
22.	Lisa Gray	402-88-1117	White	Female	College
23.	Kathy Grimmett	405-90-4761	White	Female	Placement
24.	Tonya Harper	402-15-5453	White	Female	Dropped

25.	Nancy Harris	404-40-2506	White	Female	Medical
26.	Deborah Higgins	406-80-4943	Black	Female	Placement
27.	Beth Horr	407-15-7516	White	Female	Placement
28.	Paula Howter	310-54-5351	White	Female	Placement
29.	Linda Jackson	403-86-9096	Black	Female	Dropped
30.	Amy James	406-17-5588	White	Female	Placement
31.	Paula Kanipe	404-08-2924	White	Female	Terminated
32.	Mary King	229-94-5436	White	Female	Placement
33.	Audrey Langston	400-92-4418	White	Female	Terminated
34.	Melody McNay	308-78-7624	White	Female	Dropped
35.	Carla Payne	400-86-7316	White	Female	Placement
36.	Sharon Patterson	232-32-0729	White	Female	Placement
37.	Mary Pirtle	403-68-1859	White	Female	Placement
38.	Lisa Powell	402-96-9176	White	Female	Medical
39.	Darla Pruitt	400-14-1700	White	Female	Terminated
40.	Nancy Rhea	403-58-7501	White	Female	Terminated
41.	Judith Robards	407-78-3685	White	Female	Placement *
42.	Brenda Slaughter	400-82-5056	White	Female	Placement
43.	Mildred Smith	402-52-5901	White	Female	Terminated
44.	Deborah Stone	401-17-3291	White	Female	Dropped
45.	Linda Taylor	400-82-7199	White	Female	Placement
46.	Tina Trodglen	407-21-8751	White	Female	Terminated
47.	Tina Waggoner	576-88-0631	White	Female	Placement
48.	Elaine Watson	407-38-1127	White	Female	Placement
49.	Mary Wood	403-08-9886	White	Female	Dropped

Total Blacks 6 (3 Employed)
Total Whites 56 (23 Employed)
Total Served 62

Total With Children 52
* See Child Care Vouchers
for details

Placement List (Clerical Students)
Year 1987-88
Contract #BG84293429

1.	Barbara Baker	Pride Industries, Morganfield, KY
2.	Shannon Berry	Research Systems, Evansville, IN
3.	Beth Christmas	Security Maintenance, Henderson, KY
4.	Jenny Critser	Research Systems, Evansville, IN
5.	Darlene Daniel	At Your Service, Henderson, KY
6.	Paula Daugherty	Farmers Bank, Henderson, kY
7.	M. June Forbes	Taco Johns Central Office, Henderson, KY
8.	Becky Frisby	Charles McCollum, Henderson, KY
9.	Dena Guill	Denim Systems, Henderson, KY
10.	Kathy Grimmett	Hudson Chevrolet, Providence, KY
11.	Deborah Higgins	Clothes Out Junction, Evansville
11.	Beth Horn	The Pantry, Henderson
12.	Paula Howton	Leonard Heppler Farms, Owensboro, KY
13.	Amy James	Chase Pump & Supply, Henderson, KY
14.	Mary King	Fill 'Em Up, Sturgis, KY
15.	Carla Payne	Credit Thrift, Evansville, IN
16.	Sharon Patterson	ECCJC, Morganfield, KY
17.	Mary Beth Pirtle	Steve Gold, Commonwealth Attn., Henderson, KY
18.	Darla Pruitt	Research Systems, Evansville, IN
19.	Judith Robards	Audubon Area Services, Head Start, Henderson (Denied)
20.	Brenda Slaughters	Midway Tool & Die, Corydon, KY
21.	Linda Taylor	Hugh Edward Sandefur Training Center Henderson
22.	Tina Trodgeln	CheckerBoard, Henderson, KY
23.	Tina Waggener	United Methodist Youth Home Evansville, IN
24.	Elaine Watson	Matt's News & Gift Shop, Henderson

Placement List (College Students)
Year 1987-88
Account Number 4-22201

1.	Donna Barnes	Redbanks, Henderson, KY
2.	Tracey Griffin	Sureway Foods, Sebree, KY
3.	Tamra Harvey	Mott's News Stand, Henderson, KY

VOC ED GRANT PARTICIPANTS
July 1, 1987 - June 30, 1988

1. Donna Barnes 404-04-4461
(Graduated, Human Services Associate)
(Director of Activities and Recreation at Redbanks)

2. Vilissa Benson 400-11-6635
(Dropped after Fall Semester)

3. Jo Anne Byrer 401-04-5040
(Relocated)

4. Paula Cooper 402-80-0117
(Attended part time in Fall)

5. Denece Davis 405-90-8734
Attending on pell grant, supplementing with child care

6. Jackie Gillian 402-13-6927

7. Tracey Griffin 524-88-9636
(Employed - Sureway Foods)

8. Martha Haire 401-88-1036

9. Tamra Harvey 406-80-4740
(Employed - Matt's News Stand)

10. Barbara Kurtz 404-62-7184
(Honors Award, continues in college)

11. Mindy McWilliams 400-23-2870
(Graduated, Communications Technology, Associate)
(Will Continue college for BS degress at U.S.I. in Fall)

12. Teresa Powell 406-06-7046
(Dropped)

13. Marcia Powers 407-98-4487

14. Martha Thomas 315-72-9168
(Continuing college in Fall in the nursing program.)

ANNUAL REPORT

PROGRAM TYPE: Single Parent/Homemaker
PROGRAM TITLE: Creative Horizons

PROJECT DIRECTORS: Joyce Boren, Gail Deatherage

AGENCY/INSTITUTION: Hopkinsville Community College
P.O. Box 2100
Hopkinsville, KY 42240

ANNUAL REPORT: For the period of July 1, 1987
to June 30, 1988

The Single Parent/Homemaker center at Hopkinsville Community College provided training for 27 participants in the current program as of June 30, 1988. The program will continue to offer outreach services for all single parent/homemakers who request these services.

Many of the participants have benefited greatly by the services offered through the existing single parent program. As of this date, many of the participants have made the transition into the labor market and acquisition of marketable skill. The skills obtained will enable the participant to secure employment which will provide them with a source of income, raise their self-esteem thus making them productive members of society.

OBJECTIVES:

This year included provision of services such as personal counseling, referral services, academic counseling, work shops and seminars, classroom training, job development, placement, and financial assistance which included training costs and classroom accessories.

ACTIVITIES/ACCOMPLISHMENTS:

This year has been very busy for the Single Parent/Homemaker program as well as productive.

The year began with the participants taking Psychology 185 for college credit of three hours in the fall. This class consisted of a week of orientation as well as ongoing seminars throughout the semester. Each participant was also required to take Employability Skills Seminar as part of their spring semester classes. Some of the seminars that were offered for this class included: Goal Setting, Relationships, Stress Management, Communications, and Life Style Inventory.

Individual counseling was available whenever the participant required counseling or as the counselor deemed necessary.

All participants have resumes in their files which were completed the last quarter. Several of our participants have secured responsible jobs in the community. Two participants have applied for jobs with the state. Their college computer classes as well as Employability Skills Seminar will enable them to be productive employees.

Two of our participants will be taking their state boards for the nursing program. One is currently working at Jennie Stuart Memorial Hospital as a RNA and her wage per hour is $10.05. She maintains with her current salary she can more efficiently support herself as well as her dependent children.

Several of the participants have been accepted into the nursing program this fall. The services that were provided by the single parent program will enable these participants to further their education. In addition, we had four participants who completed their first-year nursing and will be second-year nursing students this fall. These students have indicated their education would not have been possible without the assistance that the Single Parent/Homemaker program provided.

Myra Yates, our in-house developer, administered the Kentucky Career Information System (KCIS) for all participants. The KCIS provided information as to career outlook for Kentucky and for the careers that were chosen by the participants.

The participants were required to have a follow-up session with Ms. Yates and the various occupations and outlook for their chosen profession were discussed. A printout of each individual test was available for the participants for future reference. A copy was also retained in individual files. (See Enclosure)

PLANS:

We, at the Creative Horizons Center, will continue to offer support on an informal basis as well as a formal basis. We will work closely with the college to provide a resource center. The Kuder, as well as computer testing, will be given to any student who expresses an interest. Also, counseling will be available to students whenever necessary. The KCIS will be administered to any single parent/homemaker who can benefit from this testing. Regular testing times will be offered to this target group throughout the upcoming year.

CHANGES (Programmatic)

The staff proposes to meet with various agencies, such as Project Self-Sufficiency, throughout the year and discuss some of the options that a single parent/homemaker may have. We will encourage them to complete their GED, if necessary, and to enroll in college classes. We propose to continue to offer our services as a resource center for the college and for all single parent/homemakers who request our services.

RECOMMENDATIONS

Studies should be conducted as to why single parent/homemakers who are not presently working are unemployed and if those that are presently working would they be willing to work more hours. Single Parent programs should provide tuition and textbook money to assist the single parent/homemaker who would not qualify for other financial assistance.

Hopkinsville High School

Single Parent/Homemaker and Elimination of Sex Bias and Sex Sterotyping Project

Annual Report

July 8, 1988

The "Teenage Parenthood" project for Hopkinsville High School for the school year '87-88 was a continuation of the Single-Parent/Homemaker project which began in school year '86-87. An infant stimulation project in cooperation with the Pennyroyal Mental Health/Mental Retardation Center was continued from the previous year. The infant stimulation program involved home visitation of the mother and child by a trained staff member pf the mental health conter. The infant stimulation teacher did an initial developmental analysis then recorded progress and developments and at the end of the year evaluation used the HELP instrument to assess progress made from the time of the initial evaluation.

The students involved in the Teenage Parenthood program attended a one hour class daily designed for single teen parents. One hour credit was given for successful completion of assigned course work. Teaching aids, resource materials and supplies were provided through funds from the Single-Parent/Homemaker project. The class also included information and instruction in job skills which incorporated funds from the Elimination of Sex Bias/Sex Sterotyping project. A career interest inventory was also administered and interpreted by a career counselor. Classroom instruction for the teen mothers also included such topics as reproductive system/birth control/sexually transmitted diseases, child growth and development, nutrition--its importance during growth and development and how it effectsthe health of individuals and daily living, budgeting/money management, and resources to look toward for help in daily operations. A wide variety of community resource people were invited in as guest speakers, some included--various health departemnt workers, pediatricians, counselors, social workers with family violence cneters, etc.

The importance of a good self concept was also included in classroom instruction time throughout the year. Several different instruments were used to evaluate the concept of each individual; guest speakers were also used along with audio-visual materials availabel. Positive feedback and continious encouragement were given throughout the year by the intructor.

Another aspect of the project was involving male students not necessarily enrolled in the Teenage Parenthood class. Four male students and a chaperone attended a one day workshop in Nashville, TN entitled "Teenage Pregnancy--the Male Perspective." The workshop provided some learning experiences which proved to be very valuable throughout the year.

The year concluded with an outing for both the mothers and their children. overall, the year proved to be successful although it was not without the disappointments of repeat pregnancies, dropouts and the normal immaturity and irresponsibility of teenagers.

Career Opportunities and Parenthood Education

Quarterly Report
June 15, 1988

by

Anita Alford

C.O.P.E. _ Quarterly Report

Another year end is rapidly approaching, and the COPE Center is busily making preparations to close for the summer. As always, time has passed quickly and we will be facing a new beginning very shortly.

We began this quarter with the birth of a healthy baby girl to one of our senior students. We are happy to report that it was a safe delivery for both mother and daughter.

April brought our bi-monthly meeting with the Teen-Age Pregnancy Coalition. The meeting was held at the COPE Center. A program was given on sex education by Mrs. Glenda Thorton, Supervisor of Hopkins County Schools.

Also in April we were pleased to have Dr. Randy Travis visit us. Dr. Travis is a pediatric dentist. He was very informative and gave an excellent presentation on the care of children's teeth. The students were very eager to learn this information and the program was very worthwhile.

In May, we were also visited by several resource persons. Mr. Norman Herron, a loan officer from the Kentucky Bank and Trust Company, spoke to our students. He discussed budgeting, applying for loans and the importance of a good credit rating with the students. Barbara Batsel also spent some time with us. She spoke on Aid to Families with Dependent Children (AFDC). She brought along applications and pamphlets on the subject. This was very relative to many of our students, as they are eligible for this program. Mrs. Batsel answered many questions and was very helpful.

We were fortunate to have Mrs. Myra Starky speak to us in May on Spouse/Dating Abuse. Mrs. Starky is employed by the Sanctuary House which is located in Hopkinsville, Ky. This is an abuse shelter which serves our area. Her presentation was extremely interesting and enlightening.

During the last week of school we enjoyed our last speaker for the 1987-88 school year. Mrs. Joann Pierce, Home Extension Agent for Hopkins County, spoke to our students on the subject of proper nutrition from birth through the early childhood years. This is a very crucial area for a child and a much needed topic for our young mothers.

Several field trips were taken during the final months of school. Our students visited the Area Vocational School. It's principal, Mr. Jack Ford, served as an excellent guide. We visited each of the programs in operation and were introduced to the instructors.

Our students also toured the Madisonville Health Occupations Annex. Sally Crenshaw, the guidance counselor, showed us the various classrooms and informed our students about the available health career opportunities that were offered through this program.

Our final field trip was to the Madisonville Community College. The students were given an interesting tour and enjoyed the visit. The staff of the COPE Center feels that these trips were very valuable to our students. Some of the students had never been exposed to the opportunities of post-secondary education, and many seniors are facing the decision of making a choice for such training and a future career.

We were visited by three students from the University of Kentucky in May. These students were seniors at U.K. and planned careers in Allied Health. They were involved in a three-week practicum and spent some time at the COPE Center. Throughout the year, we have had many visits and requests for information about our program. Hopefully, we have been of help to other districts beginning pregnancy and single-parent programs.

The last days of school were hectic but productive. As the students completed the JTPA competencies, they began working on a scrap book for the COPE Center. The scrap book will include a collection of the many memories of our first year. Newspaper articles, invitations, and many photographs are just a few of its' contents. The girls have also included personal letters stating how they feel about their year at COPE. We look forward to sharing this collection with others in future years.

This year has been eventful and fun-filled, but also stressful and trying. It is by far the most rewarding position many of the staff have held. We are looking forward to the births of four babies during summer vacation. The break will pass quickly and soon we will be busy with new students and activities. Thirteen of our babies will be re-enrolled next year as the mothers return to school. We hope that we have helped to educate our students not only with classroom, but also through example and genuine concern. The students have indeed educated the staff, and we have enjoyed each day of helping them.

Received
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HOPKINS COUNTY COALITION ADOLESCENCE PREGNANCY
QUARTERLY REPORT

October 6, 1987

The high rate of teenage pregnancy in Hopkins County is astounding. An example of this is the 135 infants born to teenage mothers in 1985, with the majority of those births (68.7%) being to teens under the age of eighteen years. It was obvious that there was a real need for a center that would help these teens deal with the problems and meet the needs of the single parent homemaker in the Hopkins County School System.

In March of 1987, Carolyn Clark, the Hopkins County Community Health Co-ordinator, Roscoe Porter, the Director of Pupil Personal for the Hopkins County School System, along with the Hopkins County Home Economics Teachers, assistant principals, and others interested held a meeting. The purpose of this meeting was to address the problem of teenage pregnancy in Hopkins County and the fact of its continued growth. The group members were in agreement that if a school facility were made available to these expecting teens, and the teenage mothers and babies, these students would benefit in the area of parenting skills and academic studies. Also, a reduction in the school dropout rate would most likely result due to a day care center provided for the infants and toddlers of teen parents that remained enrolled in school. With the sharing of ideas and grant writing having been implented, a Hopkins County Teenage Pregnancy Coalition was formed and has since that time met on a monthly basis.

The Hopkins County Teenage Pregnancy Coalition consists of fifteen members with Carolyn Clark serving as chairperson. Other members serving on the Coalition are school Personal along with many active citizens in the community.

The Coalition is also responsible for giving the "COPE Center" its name. After much discussion and other titles considered, a majority of its members felt this to be an appropriate name. Thus, it is now known as Hopkins County COPE (Career Opportunities Parenthood Education) Center.

During July of 1987, the guidance counselors from the middle and secondary schools in Hopkins County met to discuss the student enrollment for the program. There were eighteen persons presesnt at that time. These counselors compiled a list of students to be recommended for enrollment in the COPE Center. The schedule that would be provided for each student was also discussed. It was decided that the students would follow their previous schedule as closely as possible. This would allow them to continue to work on an individualized diploma and to pursue their own career choices.

In addition to those recommended on the list provided by the guidance counselors, the public media was used to recruit elligible students. In August of 1987, advertisements were placed in the Madisonville Messenger, along with radio spots on two of the local stations. The COPE Center was also featured on the nightly news on channel 7 in Evansville, Indiana with footage showing the COPE Center's location. Fifteen students were immediately enrolled with the additional vacancies rapidly being filled,

Initially, it was intended for the COPE Center to begin the school year on Arch Street in the former Hopkins County

Education office. In August it was apparent that a temporary "home" must be located because the board office would not be moving for several weeks. The building would then need some repairs and maintainance before the COPE Center would be able to move into it. With the help of the community physicians, citizens, and coalition members, the former Hopkins County Hospital was located and approved to become the COPE Center for the few weeks following the beginning of school.

The days prior to the beginning of school were filled with moving and cleaning. Baby beds that had been used in the hospital were to be used in the nursery at the center. High chairs, baby walkers, toys, and other supplies were donated by local citizens and civic organizations. These, along with the building itself, were cleaned by the staff during those days just before the opening day of school.

The first day of school fould the COPE Center in need of more staff. Other than a part-time co-ordinator, a full-time academic teacher, a full-time gainful Home Economics Teacher, and a Practical Nurse were the only employees. Twenty three students arrived on that day to begin their education at the COPE CEnter. There were to be no babies during the first week of school. However, on that first day, there were five babies that arrived with their mothers. It was evident that a hectic first week of school was in store. A retired Home Economics teacher was hired as a substitute teacher and asked to work until further notice.

Since that time, additional staff has been hired. A half-time guidance counselor is now employed. Also, there is presently an additional half-time Home Economics teacher, and two aides, one of which is a Licensed Practical nurse. Four volunteers also help in the nursery. This grant pays for one half-time Home E Economics teacher and two aides.

The students' timing for their academic and vocational classes have been on a trial and error basis. However, it has proven to be well for the students to begin the day with academic classes, have vocational classes that teach parenting skills in the middle of the day, and end their school day with academic classes. Twice a week a volunteer comes to the COPE Center for one hour to lead the students and their babies in an exercise class. Lunch is served at a local elementary school. The girls walk one block from the center to the school cafeteria.

Gainful child care classes are also a part of this program. The full-time Home Economics teacher is responsible for teaching these part-time students. Students are enrolled from each of the three county high schools and are bussed to the center. Classes are held for them and the nursery is used as an active part of their course. A teenage mother may leave her child at the COPE Center day care during the school day and attend her regular school if she is enrolled in the gainful child care class. She, therefore, does not have to be enrolled as a full-time student at the COPE Center.

The half-time Home Economics teacher teaches the full-time students parenting skills. It is during this time that the students are responsible for the care of the nursery and the children in it. It is also during this mid-day time span that representatives from community agencies are invited to speak to the students. Thus far, we have had such topics as infant stimulation and nutrition for expecting teens. We have also had a female police officer from the local police department speak as a part of our eaxposure on non-traditional career options. A field trip to a local fitness center has also been taken.

The students ares responsible for the majority of the cleaning done in the nursery. The floors are mopped and the trash disposed of are done by the hired custodians. The students dust the nursery and clean the windows on a regular basis. They also see that the beds are changed and the toys and the nursery equipment are cleaned and disinfected once each week or as needed. They are to practice proper sanitary measures at all times while in the nursery and around children.

The Hopkins County COPE Center is now in "full-swing". The students and staff members are actively participating in its routine. We anticipate a move in the near future to our "permanent home". With this move, we will be completing a memory of our beginning and creating more data for those memories of the future!

Single Parent Expenses

		1
Sept. 87 Anita Alford		676.80
	Medicare	9.81
Joe Martin		650.84
	Matching FICA	45.65
Sadie Johnson		344.54
	Matching FICA	24.63
	Total	$1,785.30

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FINAL REPORT

Type of Project: Elimination of Sex Bias and Stereotyping

Project Title: Improving Sex Equity in Adult Vocational Education

Project Director: Jeannie Heatherly, Assistant Director
Contact Person: Janet Steffens

Adult Education
Jefferson County Public Schools
4409 Preston Highway
Louisville, Kentucky 40213

RATIONALE:

This gender equity project originated form the recognized importance of informed, aware instructors in creating a sex equitable environment for students in the adult classroom. As educators are helped to recognize the existence and harmful effects of sex stereotyping, they will become better equipped to combat this problem.

This project was revised to accomplish the following:

1. Research current sex equity information and statistics.
2. Write and print a newsletter for September, December, March, and June.
3. Evaluate and revise gender equity tape.
4. Evaluate and revise the content of last year's gender equity workshops.
5. Promote and present three workshops.
6. Review evaluations and pre/post test results from workshops.
7. Make gender equity tapes available on a check-out basis to part-time teachers.

OBJECTIVES

The main objective of this project was to improve gender equity in adult vocational education and adult basic education classes by increasing teacher awareness of the existence and harmful effects of sexism in the classroom.

ACTIVITIES/ACCOMPLISHMENTS

The newsletter was produced in Fall 1987, Spring 1988, and Summer 1988. Newsletters included gender equity tips and techniques, articles about the progress of projects relating to gender equity, equity resource and workshop information, as well as unit news. Copies of the newsletters are attached to this report. Newsletters have provided a valuable source of reinforcement for gender equity teaching techniques. Three newsletters were done instead of four due to unanticipated printing costs and increased distribution numbers.

Three gender equity workshops were held for adult education night managers, staff, and part-time teachers in Fall, 1987. The workshops were attended by 39 participants. A copy of the workshop pre-test and post-test and the evaluation are attached. Content was revised from last year using current gender equity information.

Activities/Accomplishments (Con't)

Participants showed a 68% overall improvement in responses to gender equity questions as demonstrated by a comparison of the pre-test and post-test results.

Two additional gender equity workshops were offered in Spring 1988. The topic was career selection stressing non-traditional careers. The workshops were presented to staff and Single Parent/Homemaker groups by Clifford Shisler and Karen Malott from Northern Kentucky University. The workshops were attended by a total of 64 participants.

An evaluation and revision was done on the video tape entitled "Sex Equity in the Adult Classroom" in Spring 1988. Revision suggestions were made by a team of six adult educators. A copy of the revised tape is included with this report. The video tape has been available for check-out to part-time teachers and staff. The tape has been viewed and evaluated by 41 adult educators.

Evaluation averages on a scale of one to five (one was lowest and five was highest) follows:

1. The tape clearly explained the meaning of sex bias in the classroom. #5
2. The tape made me more aware of the existence of sex bias in the classroom. #4.5
3. The tape helped make me more aware of my own attitudes toward the roles of females and males. #5
4. The tape helped me understand the limiting effects of sex bias on males and females. #4
5. I learned some techniques for showing sex equity in the classroom. #5
6. The tape caused me to think of some ways of showing sex equity in my subject area. #4

Project AGILE, a program designed to train women for non-traditional careers, is now entering Phase II of its operation. Women from the first group of participants have completed academic upgrade and physical training. Eight women have been hired in non-traditional jobs and 6 women have qualified through written and physical exams to be considered for training with the Louisville Fire Department. The program has served 109 women and their children this year. Currently 44 women are enrolled for Phase II.

PLANS

Since this project was not funded for next year, plans are uncertain. A session about Project AGILE is being presented at the Ninth Annual Conference for the National Coalition for Sex Equity in Education on July 13, 1988, in Indianapolis, Indiana.

RECOMMENDATIONS

Gender equity training made possible by this grant was the first of its type in the Jefferson County Public School system. It is our suggestion that our project receive funding next year so that this important work may be continued.

Project on the Status and Education of WOMEN

ASSOCIATION of AMERICAN COLLEGES
1818 R Street NW Washington DC 20009

GENDER COMMUNICATIONS QUIZ*

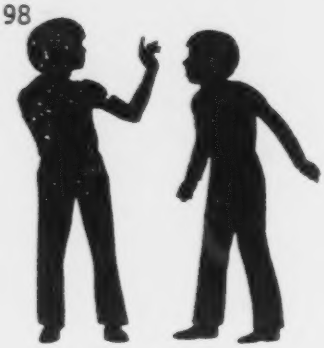
How much do you know about how men and women communicate with one another? The 20 items in this questionnaire are based on research conducted in classrooms, private homes, businesses, offices, hospitals—the places where people commonly work and socialize. If you think a statement is generally an accurate description of female and male communication patterns, mark it true. If you think it's not an accurate description, mark it false.

	True	False
1. Men talk more than women.	☐	☐
2. Men are more likely to interrupt women than they are to interrupt other men.	☐	☐
3. There are approximately ten times as many sexual terms for males as for females in the English langauge.	☐	☐
4. During conversations, women spend more time gazing at their partner than men do.	☐	☐
5. Nonverbal messages carry more weight than verbal messages.	☐	☐
6. Female managers communicate with more emotional openness and drama than male managers.	☐	☐
7. Men not only control the content of conversations, they also work harder in keeping conversations going.	☐	☐
8. When people hear generic words such as "mankind" and "he," they respond inclusively, indicating that the terms apply to both sexes.	☐	☐
9. Women are more likely to touch others than men are.	☐	☐
10. In classroom communications, male students receive more reprimands and criticism than female students.	☐	☐
11. Women are more likely than men to disclose information on intimate personal concerns.	☐	☐
12. Female speakers are more animated in their conversational style than are male speakers.	☐	☐
13. Women use less personal space than men.	☐	☐
14. When a male speaks, he is listened to more carefully than a female speaker, even when she makes the identical presentation.	☐	☐
15. In general, women speak in a more tentative style than do men.	☐	☐
16. Women are more likely to answer questions that are not addressed to them.	☐	☐
17. There is widespread sex segregation in schools, and it hinders effective classroom communication.	☐	☐
18. Female managers are seen by both male and female subordinates as better communicators than male managers.	☐	☐
19. In classroom communications, teachers are more likely to give verbal praise to females than to male students.	☐	☐
20. In general, men smile more often than women.	☐	☐

The Gender Communications Quiz is excerpted from *The Communications Gender Gap* published by the Mid-Atlantic Center for Sex Equity. For further information on the research or to obtain the complete *Communications Gender Gap* contact the Center, 5010 Wisconsin Ave., NW, Suite 308, Washington, DC 20016 (202) 686-3511.

* The quiz was developed by Myra Sadker with the assistance of Joyce Kaser

Answers To Gender Communications Quiz



1. True
2. True
3. False
4. True
5. True
6. False
7. False
8. False
9. False
10. True
11. True
12. True
13. True
14. True
15. True
16. False
17. True
18. True
19. False
20. False

Scoring

18 to 20 Correct: Professor Henry Higgins has nothing on you. You are very perceptive about human communication and subtle sex differences and similarities. For you, perhaps the most important question is: Do you act on what you know? Are you able to transform your knowledge into behavior that will enhance communications for yourself and for those around you?

16 to 17 Correct: You're not ready to move into the professor's seat, but you can move to the head of the class. You know a good deal about communications and the gender gap. Continue to watch closely, read about the topic, trust your instincts, and act on your knowledge.

13 to 15 Correct: Like most people, you've picked up some information about how people communicate—but you're missing a lot too. The next time you're in a social situation, step out of the communications flow and watch people closely. Listen to more than words. Watch who talks, how they speak, and how much. Observe those who don't talk at all; silence also carries a message. Look at people's facial expressions, their gestures and how they move about in the space around them. As you know, nonverbal messages can tell you a lot about the conversational gender gap, about power, about who has it and who doesn't.

Fewer than 13 Correct: You've missed more than your fair share of these questions. You also may be missing important verbal and nonverbal cues about your own behavior and how to communicate effectively. Reread this quiz more carefully. Stop, look and listen when you're with a group of people. Analyze the flow of communication. Remember you may miss your personal and professional goal if you also miss key verbal and nonverbal cues about conversational power, politics, and the gender gap.

ATTITÚDE SURVEY

INSTRUCTIONS: This survey deals with your attitudes about yourself and about other people.

Listed below are 34 common ideas about women and men. We are interested in knowing your personal way of thinking and feeling about these ideas. You may agree strongly with some of these statements, or disagree just as strongly with others, or perhaps be uncertain about others. Respond to each statement by putting an X in the space which best describes your feelings. There are no right or wrong answers, only your personal opinions.

Strongly Agree	Agree	Disagree	Strongly Disagree	
✓				1. Men and women should share both the responsibilities and privileges of life equally.
	✓			2. It is appropriate to divide work into "man's work" and "woman's work."
✓				3. Men and women should be paid equal wages if they are doing the same work.
			✓	4. Men should make the final decisions regarding money, and women should make the final decisions regarding the home.
	✓			5. Women can think as logically as men.
		✓		6. The best guarantee of a good marriage is for the wife to give in to the husband.
	✓			7. It is possible for a woman to combine home and career and do both successfully.
			✓	8. A woman's place is in the home.
	✓			9. A man should be willing to have a woman boss.
✓				10. A college education is equally important for men and women.
✓				11. It would be all right for the President of the United States to be a woman.

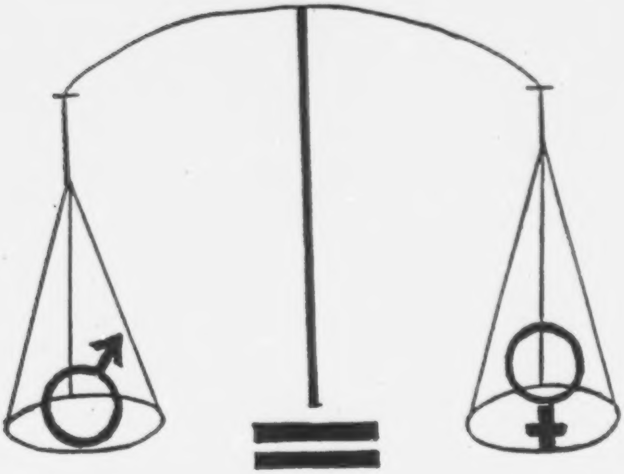
ATTITUDE SURVEY
(continued)

Strongly Agree	Agree	Disagree	Strongly Disagree	
			✓	12. Raising children should be more a mother's job than a father's.
			✓	13. Usually the husband should provide the money and the wife should do the cooking and housecleaning.
			✓	14. Being married is better than being single.
		✓		15. Married people should have children and raise a family.
			✓	16. In order to run smoothly, a family should have one person who is the household head.
			✓	17. Women should not work once they have children.
		✓		18. Men should always pay for dates.
		✓		19. Keeping the family car in good shape is the man's job, not the woman's.
	✓			20. A woman should ask a man out for a date if she wants to.
		✓		21. Women should never disagree with men.
	✓			22. Parents should set definite dating curfews for their sons.
		✓		23. Women who want to have a full-time career should not plan to raise children.
			✓	24. A man should expect to be able to go to more places and have more freedom of action than a woman.
			✓	25. A woman should always wait for the man to make the first move in courtship.
			✓	26. A woman should take her husband's last name.
			✓	27. Most women need male protection and guidance.
✓				28. A father should spend just as much time taking care of the children as a mother does.

ATTITUDE SURVEY
(continued)

Strongly Agree	Agree	Disagree	Strongly Disagree	
		✓		29. Sons in a family should be given more encouragement to go to college than daughters.
✓				30. Parents should set definite dating curfews for their daughters.
	✓			31. Women should be able to work even though they may have children.
		✓		32. Women cannot think as logically as men.
	✓			33. Most women could be self-supporting without the help of a man.
✓				34. Women should be free to disagree with men.

EQUITY



THE ISSUE

FREE WORKSHOP

for part-time adult education teachers of vocational subjects and ABE

FEATURING - CRAIG F. McCLUNEY

Therapist - Adult Education Instructor - Outdoor Adventure Expert

Learn how our gender/sex biases limit us and others, discover some of your biases - how you got them - what to do about them, so you don't perpetuate them in the classroom. Applying equity frees us all - female and male - teaching, learning, working together.

When: Wednesday, August 19, 1987 OR Thursday, August 27, 1987

Time: 7:00 to 9:30 P.M.

Place: Durrett Education Center T.V. Room

Sponsor: Jefferson County Adult and Community Education in cooperation with Kentucky State Department of Education

Reservations: To register for the Equity Workshop call the Jefferson County Adult Education Office at 456-3400. Leave your name, address, and phone number and specify your choice of nights before Friday, August 14, 1987. Enrollment on a first-come-first served basis. Limited to first 25 enrollees.

Adult Basic Education, Adult Basic Reading/Advertising for the Small Business, Aerobics, Algebra, Antiques, Assertive Trainin
Ballroom Dancing, Banjo, Bank Teller Training, Bass Fishing, Bike Maintenance, Blueprint Reading, Bookkeeping, Bread Mak
Career Development, Calligraphy, Cake Decorating, Caring Connection, Carpentry, Cashier Checker, Catering, Chair Caning, (

Something for Everyone!

Adult Basic Education, Adult Basic Reading, Advertising for the Small Business, Aerobics, Algebra, Antiques, Assertive Traini
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Career Development, Calligraphy, Cake Decorating, Caring Connection, Carpentry, Cashier Checker, Catering, Chair Caning,

August 3, 1987

Dear Adult Education Teacher,

The adult education staff is excited about working with you this fall. As you can see by the enclosed brochure, we are ready for fall registration. If you would like copies of brochures or flyers to advertise your class, this is a good time to call and make arrangements to pick up copies (456-3400).

We know that you are also interested in improving your classes by learning new ideas and techniques for working with adults. In order to help you with this process, adult education has arranged through a grant from the Kentucky State Department of Education to provide two free workshops for vocational and ABE teachers. The topics to be included will be:

How to work more effectively with adults

How to improve gender equity in your classroom

Look over the attached information sheet about the workshops; then call us and let us know which night you will attend. When you call the adult education office ask for Ruth Shackelford who will be happy to help you register. Space is limited so register as soon as possible.

We are looking forward to hearing from you and to having another great year of adult education.

Janet Steffens
Janet Steffens, Resource Teacher, Consumer Education

Van Tomes
Van Tomes, Resource Teacher, Vocational Education

Pat Wetherton
Pat Wetherton, Resource Teacher, Special Interest

Jefferson County Public Schools

Adult and Continuing Education
4409 Preston Highway • Louisville, Kentucky 40213 • (502) 456-3400

Equal Opportunity Affirmative Action Employer offering Equal Educational Opportunities

EVALUATION FORM

WORKSHOP TITLE Teaching Techniques and Sex Equity for Adult Learners

DATE ____________________

LOCATION ____________________

INSTRUCTOR ____________________

PLEASE CIRCLE THE APPROPRIATE #

	LOW				HIGH	
1. Was the information presented in the workshop what you had expected?	1	2	3	4	5	N/A
2. Do you feel you can use the information from the workshop in working with your adult classes?	1	2	3	4	5	N/A
3. Were the handouts you were given useful to you?						
Speaker #1	1	2	3	4	5	N/A
Speaker #2	1	2	3	4	5	N/A
4. Did the goals stated at the start of the workshop match with the material presented in the workshop?						
Speaker #1	1	2	3	4	5	N/A
Speaker #2	1	2	3	4	5	N/A
5. Were the speakers well prepared?						
Speaker #1	1	2	3	4	5	N/A
Speaker #2	1	2	3	4	5	N/A
6. What is your overall evaluation of the workshop?	1	2	3	4	5	N/A

SUGGESTIONS AND COMMENTS: ____________________

Date Checked Out ______________

Date to be Returned __________

Please return this form
with the tape to:
Janet Steffens Harvey
Adult Education
4409 Preston Highway, 40213
Phone: 456-3400

EVALUATION FORM

Video Tape - Sex Equity in the Classroom

Instructor Name ____

Class Taught and Location ____________________________________

Date ____

PLEASE CIRCLE THE APPROPRIATE #

	LOW				HIGH	
1. The tape clearly explained the meaning of sex bias in the classroom.	1	2	3	4	5	N/A
2. The tape made me more aware of the existence of sex bias in the classroom.	1	2	3	4	5	N/A
3. The tape helped make me more aware of my own attitudes toward the roles of females and males.	1	2	3	4	5	N/A
4. The tape helped me understand that sex bias in the classroom can limit the achievements of males and females.	1	2	3	4	5	N/A
5. I learned some techniques for showing sex equity (treating females and males equally) in the classroom from viewing the tape.	1	2	3	4	5	N/A
6. The tape caused me to think of some ways of showing sex equity when I teach my own subject area.	1	2	3	4	5	N/A

SUGGESTIONS AND COMMENTS: (We have plans to revise the tape and we would appreciate your ideas.)

SOUTHEAST SEX DESEGREGATION ASSISTANCE CENTER
The University of Miami The University of Tennessee

TEXTBOOK BIAS IDENTIFICATION CHECKLIST

Book ______________________ Publisher __________________ # Pages ______
Elementary __________ Secondary __________ Date of Publication ______
Authors: Female ________________ Male ________________

	Often	Sometimes	Almost Never
Exclusion/Invisibility			
Men pictured			
Women pictured			
Minorities pictured			
Handicapped pictured			
Women's contributions to society discussed in the text.			
Men's contributions to society are discussed in the text.			
Minority contributions to society discussed in the text.			
Handicapped persons' contributions to society discussed in the text.			
Stereotyping			
Men portrayed:			
● in a variety of activities and occupations			
● having a range of characteristics/behaviors			
● in non-traditional ways			
Women portrayed:			
● in a variety of activities and occupations			
● having a range of characteristics/behaviors			
● in non-traditional ways			
Minorities portrayed:			
● in a variety of activities and occupations			
● having a range of characteristics/behaviors			
● in non-traditional ways			
Handicapped portrayed:			
● in a variety of activities and occupations			
● having a range of characteristics/behaviors			
● in non-traditional ways			
Imbalance/Selectivity			
The struggles, perspectives, and contributions of minorities presented.			
The struggles, perspectives, and contributions of women presented.			
The struggles, perspectives, and contributions of men presented.			
The struggles, perspectives, and contributions of handicapped presented.			

SOUTHEAST SEX DESEGREGATION ASSISTANCE CENTER

The University of Miami | The University of Tennessee

TEXTBOOK BIAS IDENTIFICATION CHECKLIST (Continued)

Book ____________________ Publisher ____________________ # Pages ________

Elementary ____________ Secondary ____________ Date of Publication ________

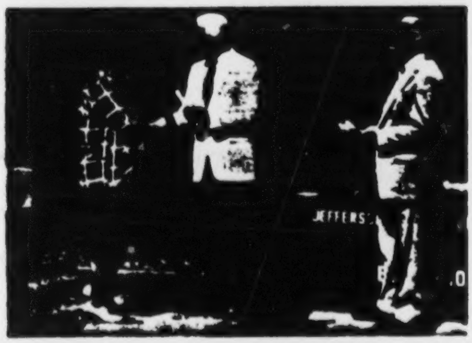
Authors: Female ________________ Male ________________

	Often	Sometimes	Almost Never
Unreality			
Unpleasant facts/controversial topics and different perspectives presented (e.g., changing family structure/World War II Japanese relocation).	_____	_____	_____
Fragmentation/Isolation			
Content about women integrated in the text (versus in separate chapters, boxes or lists).	_____	_____	_____
Content about minorities integrated.	_____	_____	_____
Content about handicapped integrated.	_____	_____	_____
Linguistic Bias			
Bias-free language used (he/she rather than he; people rather than men; police officer rather than policeman).	_____	_____	_____

Something for Everyone!

ADULT EDUCATION NEWSLETTER

Fall, 1987 Jefferson County Public Schools, Louisville, KY Volume 2, Number 1



Dr. Ingwerson presents a G.E.D. Certificate to one of the participants.

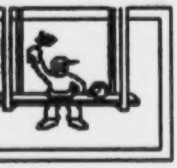
Graduation '87

The Tenth Annual G.E.D. Graduation was held at the Youth Performing Arts School May 27, 1987, at 7:00 p.m. Approximately 100 students participated in the ceremony. The welcome was given by Dr. Ingwerson, followed by the keynote speech from Dr. Bernard Minnis, Director, Department of Vocational Programs and Adult Alternative Programs. The ceremony also consisted of two beautiful selections by the Derby City Chorus, a group composed of members of the Sweet Adelines.

The evening was highlighted by moving testimonies of three student speakers. Henry Logan, from Talbert Learning Center, is a veteran of the Vietnam War. The second speaker, Elizabeth Sturmak, from Durrett Learning Center, had a varied career, which included a job with the circus. And Irietta Hardin, a DuValle graduate, who is the mother of fifteen children, whose ages range from 2 to 23, decided to return to school so she can continue her education. Following the ceremony refreshments were served at a reception honoring the graduates.

FEATURING

TOM MEAGHER



Tom Meagher has been teaching in the JCPS Adult Education Program for 11 years. His concern for adult learners is always evident.

As a typing instructor, a role dominated by women, Tom is functioning in a non-traditional position. He has not encountered any special problems other than one student who walked out as he entered the room because she assumed she was in the wrong class!

Tom tries to prepare his students for the job market by emphasizing the office situation from the businessperson's point of view. He feels it is important for his students to have an understanding of the way things are done in our local area and tries to place special emphasis on practical application.

We are very pleased to have Tom Meagher as an Adult Education instructor.

BEST COPY AVAILABLE

BOUQUETS TO:

PEGGY MIMS
Elected Director At Large
AAACE

HUGH & SUE BROOKS
ABE Regional Council Volunteer Award

NANCY HUSK
ABE Regional Council ABE Teacher Award

JEANNIE HEATHERLY
Assistant Director of AE,
Selected for the
Board of Directors for Mercy Academy

Blackacre Symposium — Open Enrollment

Enjoy a weekend at Blackacre on Sunday, September 19, and Sunday, September 20. Choose from a variety of sessions, such as Cornshuck Crafts, Sharing Nature With Children, Weaving, Papermaking, Folk Dance and many more. Sessions are from 9:00 a.m. to noon, and 1:30 to 4:30 p.m. both days, and the cost is $12.00 each or four sessions for $40.00.

Bring a sack lunch and enjoy free entertainment from 12:00-1:30 p.m. Free activities will be planned for children grades K-5th. JCPS employees can earn 3-12 hours of in-service credit.

Call 456-3400 for registration information or register at the regular Adult Education registration on September 2, 3, 8, 9, and 10 at Crosby Middle School, Jeffersontown High School, Seneca High School, or Westport Middle School.

New Instructor, New Fall Class

Family-style Italian cooking will be the delicious outcome of a new class, Italian Cooking Basics, to be offered this fall at Crosby Middle School. The instructor, Antonia Russo, was reared in an Italian family and will teach cooking that features the typical foods a family would eat.

Antonia, a labor relations manager at General Electric, says, "I often invite friends to my house for dinner and am always asked for recipes. I'd like to share some of my recipes and knowledge with adult education students."

Italian Cooking Basics, which will meet this fall on Thursday nights at Crosby Middle School from 6:30 to 9:30 p.m., will include the preparation of antipasto, pasta, meat, poultry, desserts, and a full Italian dinner at the last class meeting. Antonia believes that anyone who is interested in cooking will enjoy the class.

PALS System In Place

A different delivery system designed to develop reading, writing, and typing skills for adults reading below sixth grade level is being piloted in four adult education programs in Kentucky, and Jefferson County Adult Education is pleased to be selected as one of those sites.

The Principle of the Alphabet Literacy System (PALS) is based on a fable in which an alphabetic system is invented to prevent war between kingdoms. The story dramatizes the importance and power of the written word, reinforcing through vivid examples, the necessity of learning to read and write.

The system is located at DuValle Learning Center. Everyone is invited to drop by and see the latest technology in teaching reading.

THE DIRECTOR'S DESK

Fall is just around the corner and the adult education staff is gearing up for their busiest time of the year. I want to take this opportunity to thank all the dedicated instructors who will be returning this year and to welcome any new teachers who may be working with adult education. In adult education, we realize that our programs are only as successful as the teaching staff. We are looking forward to the best year ever for 1987-88.

I want to ask your help as teachers in our programs, in promoting not only the class you will teach, but the whole adult education program. If you tell others about the positive things that have happened or that will be happening, your enthusiasm will be contagious.

I'm looking forward to working with you during the coming year.

Tom Hale
TOM HALE

Vocational Training

To expand our opportunities to serve the community, the adult education staff has met with companies such as Vulcan Hart, Cherry-Burrell, and Fort Motor to develop vocational in-house classes for their employees. To have class time convenient for employees, we need instructors who are flexible in their availability to teach. Often retired skilled craftspeople make excellent applicants. Anyone desiring to apply for part-time vocational teaching positions should contact Van Tomes at 456-3400.

Part-Time Instructors Needed.

Staff Highlights

INTRODUCING. . .a person who may need no introduction to many of you. Tom Hale is the director of adult education for Jefferson County. It is his responsibility to supervise the total adult education program, including: G.E.D., literacy, vocational training, and special interest classes.

Tom started his career in education by teaching industrial education courses in high school and with adult education for eight years. He also has over twenty years of experience in educational administration. Tom became the director of adult education in 1968 and has seen the program grow from two administrators and thirty teachers to a program which employs over 500 part-time teachers.

Jeffersontown is home for the Hale family, where Tom lives with his wife, Doris, daughter, Jamie, and his two dogs (which he will quickly tell you are the smartest around). Tom enjoys gardening, fishing, hunting, and traveling with his family during vacations.

Calendar

Computer Training for Night Center Staff — August 18, 19, 20, 25, 26, 27 — 4:30-7:00 p.m.

Gender Equity Training for Part-Time Staff — August 19, 27 — 7:00-9:30 P.M. — Durrett.

Career Job Fair — August 29-Saturday — 10:00 a.m.-3:00 p.m., Jefferson State Vocational School.

Reading Volunteer Training — August 29 and September 12 — 9:00 a.m.-4:00 p.m. — Gheen's Professional Development Academy.

1987 Fall Registration — September 2, 3, 8, 9, 10.

Caring Connection Volunteer Training — September 9 — 5:30-8:30 p.m., Seelbach Hotel.

Adult Basic Education Staff Orientation — September 9 and 10 — 4:00-7:00 p.m. — Durrett Education Center.

Night Manager's Meeting — September 11 — 3:15 p.m.

Single Parent/Displaced Homemaker Support Group — Monday, September 14 — 6:30 p.m. — Durrett.

Adult Basic Education "New Staff" Orientation — Spetember 14 — 4:30-6:30 p.m. — Durrett Education Center.

People And The Land — Blackacre Program — September 19-20.

AAACE Conference — October 19-24 — Washington, D.C.

Deadline for Next Newsletter — October 15 — Submit to Nancy Husk.

Saturday Symposium — October 17.

1987 Winter Registration — November 9, 10, 11, 12.

Reminder: Be sure to request your professional leave early if interested in attending one of the conferences.

In Memoriam

Our deepest sympathy is extended to the family of Rose Crump. Rose passed away in June after an illness. Her contributions to Adult Education included many years of teaching English as a Second Language, Curriculum Writing, and presenting staff development programs to fellow colleagues. Rose's warm, caring, and nurturing personality will be missed by all who had the pleasure of knowing and working with her.

Improve Your Class Through Increased Gender Equity

What is gender equity and why is it important? It simply refers to treating males and females in adult classes equally so that both may enjoy the same educational opportunities and choices.

Without gender equity, we may risk limiting some of our students or turning them off all together. What are some signs that gender equity may be in good shape in your class?

1. The educational goals of males and females both taken seriously.
2. Both females and males are allowed time to carry out class activities.
3. Both females and males are allowed to speak without being interrupted.
4. Males and females are both given positive reinforcement.
5. Males and females are called on and talked to an equal amount.

No teacher consciously or intentionally differentiates between females and males, but almost every teacher expresses some form of gender bias. Our beliefs and attitudes are a part of all of us and exist throughout our society. However, educators enjoy the unique position of effecting change and growth in the consciousness and mental attitudes of their students.

Tips For Promoting Your Class

A very successful promotional effort is distributing flyers about *your* class in local stores, churches and meetings. The flyer does not have to be professionally done to be effective. Tell what you do, when and where, and where to call — 456-3400 — for more information. The Adult Education Staff will help you market *your* class.

ADULT EDUCATION STAFF

Tom Hale, Director
Jeannie Heatherly, Assistant Director

Art Dietz,
  Resource Teacher, G.E.D.

Barbara Nielsen,
  Resource Teacher, Literacy

Marvin Raisor,
  Resource Teacher, G.E.D. Testing

Julie Ross Scoskie,
  Business Manager

Janet Steffens,
  Resource Teacher, Consumer Education

Van Tomes,
  Resource Teacher, Vocational Education

Pat Wetherton,
  Resource Teacher, Special Interest

Peggy Mims,
  Learning Center Coordinator, DuValle, 454-8735

Charlann Horan,
  Learning Center Coordinator, Durrett, 456-3049

Nancy Husk,
  Learning Center Coordinator, Talbert, 454-8636

We Will Miss:

Several people have left our department. They are:

Marie Whitus, formerly Displaced Homemaker Coordinator, now Community Education Consultant, Kentucky Department of Education.

Mary Rose Mattei, Sonja McClannahan, Carrie Ott, formerly full-time ABE instructors.

Mamie Woodson — formerly teacher's aide, JTPA Program.

Positive Strokes Are Important

Did you know that it takes four positive statements or strokes to remove a negative message — verbal or nonverbal? Listed below are a variety of ways to meet the challenge of expressing good, great job, good work...

Good thinking	Good for you
That's right	Superior work
Terrific	You've got it!
That's great	Exactly right
Perfect	Nice work
Nicely done	Good point
Excellent work	All right!
Very creative!	Excellent work
Nice going	That's right

VOL. 2, NO. 1
FALL, 1987

ADULT EDUCATION NEWSLETTER
Editors: Janet Steffens
Pete Raisor
Nancy Husk

Please send newsletter contributions to:
Nancy Husk
Talbert Education Center
1018 South Seventh Street
Louisville, KY 40203
Phone: 454-8636

Jefferson County Public Schools

Donald W. Ingwerson, Ed.D.,
Superintendent

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ADULT AND CONTINUING EDUCATION
4409 Preston Highway
Louisville, Kentucky 40213

Something for Everyone!

ADULT EDUCATION NEWSLETTER

Summer, 1988 Jefferson County Public Schools, Louisville, KY Volume 2, Number 3

1
Project
AGILE

PROJECT AGILE UPDATE

By Bani Bennett

PROJECT AGILE...A program to prepare women to enter nontraditional careers held a luncheon for personnel managers on Thursday, May 26, 1988 from 10:00 to 12:00 p.m. at DuValle Education Center. Students spoke to personnel managers as a part of the program and managers saw the physical workout of the participants in progress.

Phase 1 Completion Ceremonies were on Monday, June 6, 1988 at DuValle. Women who entered the program earlier in the year will be completing academic and physical training for the first phase of the program and will begin their maintenance phase.

Academic and fitness assessments for Phase II will begin the week of June 6, 1988 and the first full week of program activities will start June 13, 1988. Students will sign individual contracts specifying exact academic standing, academic goals, and physical goals will be dependent upon the results of the initial physical assessment. If you would like more information about this program call Bani Bennett at 456-3558.

Kudos to Nancy Husk, teacher at Talbert, who recently received a Stand-Up Award for Innovative Practices in Adult Education from the Jefferson County Public Schools Department of Instruction.

Gender Equity Resource List Available For Use With At-Risk Adults

Gender equity resource materials are available on a free loan basis for use in your classroom. The adult education office has just received a new list of materials available from Murray State University Libraries. If you would like a copy of this list call Janet Steffens at 456-3400.

As equity advocates, we can raise issues that expand the definition of "at-risk" beyond that of "potential school drop-outs." Many adults who stay in school and graduate are at-risk of failing to develop to their full potential and at-risk for future underemployment or unemployment. Clearly, the many equity issues related to gender and socioeconomic status all impact on at-risk adults.

As leaders in educational equity, we have a responsibility to help develop programs that create equitable schools in which all students can thrive.

Kenan Family Literacy Project

The Kenan Family Literacy Project, an adaptation of Kentucky's PACE program, began March 16 at two elementary schools in Jefferson County. The project was initiated to address the generational cycle of undereducation.

Numerous studies indicate that the educational achievement of the child in school is directly correlated with the educational and economic status of the family. A dual approach, aimed not only at preschoolers but their undereducated parent, is considered the most effective method to stop the cycle.

Parents without a high school diploma and their three or four year old child attend classes three full days a week, while their children attend a quality preschool, parents work to upgrade basic skills. Parents also receive help in parenting skills. Both parents and children ride the school bus to class and receive free breakfast and lunch.

The project is funded through Jefferson County Public Schools by a grant from the William R. Kenan Charitable Trust, centered in Chapel Hill, North Carolina.

For more information about the project contact Kathy Esposito, 454-8335.

FROM THE DIRECTOR'S DESK

This school year has been a busy time for all of us as well as an exciting year. Several new programs have been implemented such as Project AGILE, Sentence to Learn, Food Stamp Program, etc.

One of the exciting programs we are in the process of implementing is the Assessment Center. This concept has been approved by the Board of Education and implementation will take place July 1, 1988. The center will assess adults in academics, interests, aptitudes and vocational skills. The objective of the center will be assessment of adults and the development of educational plans leading to education and employment. The concept is a partnership with Jefferson County Public Schools, Private Industry Council, Employment Security and Economic Development.

The Unit is busy getting programs developed for next school year. Several new proposals are being developed such as Workplace Literacy, Homeless and Probationers and Paroles, as well as our ongoing programs.

We are hoping for a good school year for 1988-89 and looking forward to working with the excellent teachers and support staff next year.

We are appreciative of all the contributions made by each of you this year and look forward to bigger and better things next program year.

Tom Hale

Barbara Taylor, a part-time Jefferson Community College student, attends Talbert for additional help in math and writing. A full-time employee of Philip Morris, Barbara is preparing herself to retrain if her employment status should change. The following is an essay Barbara wrote while working with Paula Hammer, a teacher at Talbert Education Center.

Racial Mischief

By Barbara J. Taylor

"White girl, white girl, sitting on a fence. Trying to make a dollar out of fifteen cents."

It was 1947 and I was seven years old. I was a small normal framed child with a bright blond head of hair. My long top braid was streaked with extra sun-lit strands of hair to remind you that I played often outdoors. My eyes were blue-gray to match my smiling freckled face.

One morning, walking to school, I arrived at the school yard gate to hear children singing. As their eyes caught sight of me, they began to run toward me. They were singing this song: *"White girl, white girl, sitting on a fence. Trying to make a dollar out of fifteen cents."* I did not understand what the song meant. Although they seemed glad to see me, I began to listen to the words more clearly. They grabbed my hand and immediately began encircling me, going around and around, repeating the phrase over and over again. From the center of the circle, I followed them with my eyes observing the expressions on each face. They seemed happy, but were taunting me with these words. They seemed to be screaming them at me. I thought, "When will they stop."

I was so hurt, I began to cry aloud. I became angry as well as having my feelings hurt. I did not understand that they were just playing. I said to myself, "they don't like me." In spite of wiping my tears away, the tears continued to fall down my cheeks onto my dress. I thought, "If the circle broke, I could run home to mother." So, I ran into the children, but I could not break the clasped hands. The circle became stronger. They were determined to hold me there and sing. I pushed against them, but I needed someone to help me. I did not know how long I could last. I became afraid.

Suddenly, Mrs. Swan, my teacher, touched me. She said, "Come here, Barbara! You children, go inside!" She was a big robust woman who had authority about her voice that made you obey her without thinking. I remember the first day of school when she reprimanded me for not asking to go to the laboratory. She was waiting for me when I returned. She made me sit in a chair, at the desk, as a reminder always to ask permission and to be an example to the other children.

I clung to Mrs. Swan that day and began to feel free again. I no longer feared or looked for the children because I was looking into Mrs. Swans face as she gave a reassuring comforting smile that all is well with the world.

I will never forget that song. The next day, as I came through the school yard gate, the children beckoned for me. I was very hesitant, but slowly I went their way. I wanted and needed school friends. I thought they would surely have another surprise waiting for me. Instead, they welcomed me to the swings and began playing in the usual children's way: touching, teasing, talking and laughing.

When I think back, my mother was wonderful through this episode. She said, "How innocently cruel children can be sometimes." She explained to me the scan of skin colors in the Black American heritage; how I would learn to adapt with my color and cope with the misunderstandings of others. She said that I would learn my own individual techniques in how to handle every situation that arises with my peers and that through these experiences I would gain knowledge on how to treat other people.

Afterwards, she pulled me toward her, picked me up and gave me a big hug. She kissed me on my forehead and said, "I love you, Barbara."

Volunteers Honored

Adult Education honored Volunteers and Community Partners at a reception on April 23 at Gheens Academy.

Dr. Donald W. Ingwerson, Superintendent of Jefferson County Public Schools addressed the guests. Special guests included Allen Rose, Jefferson County Board of Education, and Dr. Bernard Minnis, Director of Vocational Education and Adult Programs.

Volunteers who have served 5 years in the program, or more than 300 hours this year were given pins. Those receiving pins were Minnie Allen and Louise Grizzard of the Kentuckiana Literacy Council, Sister Mary Fedler and Niles Hadden of St. Augustine, Elinor Jalonack and Helen Ritter of St. Xavier, Margaret Kinsinger and Loretta Niebauer of Moore, Ed Lorenzen of DuValle, Norman Horner and Phil Butters of Durrett, and Doris Van Slyke.

Three Community Partners received plaques to highlight their significant contributions to Adult Education Programs. Receiving these tributes were Advertising Club of Louisville, St. Augustine Parish, and the United States Department of Labor.

Nontraditional Career Education

By Charmaine Singleton

Project AGILE is the JCPS Adult Education program designed to increase the number of women in non-traditional work. The project is located in the DuValle Education Center. Since the beginning of phase I in January, women have been in a rigorous training program designed to increase upper body strength and overall stamina. The participants are ready to hold their own in any traditionally-male occupation. Some have applied for firefighters, ironworking, police and laborer positions. Some have been hired!

This summer Project AGILE will sponsor weekly workshops for youths 5-17 years of age. The workshops will emphasize gender-equity, team-building skills, career planning, and non-traditional job opportunities for girls and boys. This will be accomplished through art-work, physical activities, movies, field-trips, and music. The overall objective is to help young children to begin thinking about their futures and preparing for their careers. These workshops will be held at DuValle Education Center.

Project AGILE will also provide workshops for community organizations. These workshops will emphasize early preparation for making good career choices and non-traditional opportunities. These workshops will consist of movies, surveys, and research information that will allow youth and adults the opportunity to better prepare for the future. For schedule and registration information call 456-3658 and ask for Charmaine Singleton Project Instructor.

One Thing Is Certain — *Things Change!*

By Jeannie Heatherly

A quick review of a Fall, 1984, Adult Education brochure reminds me of how much our profession changes. Iconage, Decoupage, Sewing classes on many levels, Metrics for Home and Industry are all classes which indicate by-gone trends in our society. Disco Dancing, Macrame, and Natural Foods Cooking highlighted a 1979 brochure — skills which indicate times gone by. I believe one of our major challenges as adult educators is to recognize trends, then translate these into classes and activities which will serve the population whose lives are affected by those trends.

What would a look to the future show? The learning boom that has done pretty well for the past two decades should do spectacularly well for the remainder of the century. Career development activities will continue to expand as the need for a more skilled workforce increases. Basic education in "context" of job function will be more necessary for the same reason. Parent/children activities will increase. Financial management skills will continue their rise, "dance-exercise" classes and other activities in the area of wellness will grow.

I am pleased that there is one important aspect of our adult education program that always remains the same. I am referring to the many fine teachers who generously share their time and talents with other adults. Our hats are off to all of you for helping make adult education a continuing success, and have the vision, energy, and creativity to reflect the progress of our program, community and nation as we go toward the year 2000.

Kudos to Irietta Hardin who earned her GED earlier this year after studying at the DuValle Learning Center. Hardin was recognized as one of only seven 1988 Outstanding Learners by the American Association of Adult and Continuing Education. She was honored at a Congressional breakfast in Washington, D.C. on Wednesday, March 23.

G.E.D. Update

Beginning August 1, 1988, the G.E.D. Testing Center will begin using the new editions of the G.E.D. Test Battery. The major difference is the addition of a writing sample to the Writing Skills Test. The two parts of the Writing Skills will be administered **together** with a total two hour time limit. Part I, the 55 item multiple-choice portion, has a time limit of 75 minutes. Part II, the essay portion, has a 45 minute time limit. If examinees complete part I of the Writing Skills test in less than 75 minutes, they may go on to the essay. If they finish the essay before the two hour time limit they may return to Part I.

Fall Registration Schedule

★ Mail-In Registration begins August 1, 1988 and ends on August 26.

★ Walk-In Registration will be September 6, 7, and 8, 1988 at Night Centers from 6:30 to 9:30 p.m.

★ Late Registration (unadvertised) will be September 12-15.

★ Classes begin the week of September 26.

NOTE: Each part-time teacher will be notified by telephone as soon as the minimum enrollment to make a "Go" class is registered for the class they teach. Please notify the adult education office by calling 456-3400 if you have a phone and/or address change.

ADULT EDUCATION STAFF

Tom Hale, Director
Jeannie Heatherly, Assistant Director

Art Dietz,
Resource Teacher, G.E.D.

Barbara Nielsen,
Resource Teacher, Literacy

Marvin Raisor,
Resource Teacher, G.E.D. Testing

Julie Ross Scoskie,
Business Manager

Janet Steffens,
Resource Teacher, Consumer Education

Van Tomes,
Resource Teacher, Vocational Education

Pat Wetherton,
Resource Teacher, Special Interest

Peggy Mims,
Learning Center Coordinator, DuValle, 454-8735

Charlann Horan,
Learning Center Coordinator, Durrett, 456-3049

Nancy Husk,
Learning Center Coordinator, Talbert, 454-8636

VOL. 2, NO. 3
SUMMER, 1988

ADULT EDUCATION NEWSLETTER
Editors: Janet Steffens
Pete Raisor
Nancy Husk

Please send newsletter contributions to:
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Talbert Education Center
1018 South Seventh Street
Louisville, KY 40203
Phone: 454-8636

Jefferson County Public Schools

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Superintendent

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ADULT AND CONTINUING EDUCATION
4409 Preston Highway
Louisville, Kentucky 40213

Something for Everyone! ADULT EDUCATION NEWSLETTER

Spring, 1988 Jefferson County Public Schools, Louisville, KY Volume 2, Number 2

ABE UPDATE

By Barbara Nielsen

Volunteers from the community continue to make important contributions in our basic education program. Many have responded to the National ABE/PBS P.L.U.S. (Project Literacy in the U.S.) advertising by registering for training sessions, which prepare the volunteers to help students either in the Adult Reading or GED study classes.

Student enrollment in the classes has been booming, thanks in part to our cooperation with the Department of Social Insurance to target food stamp recipients. Nearly 400 of those students have enrolled since October.

This means there are plenty of ways volunteers can be of assistance to students and teachers. So far, 147 volunteers have been trained in this program year, and more than 200 are now active in our centers and classrooms. It will be important for us to thank these helpers properly.

A recognition event is scheduled for April 23rd at 10 p.m. in the Gheens Auditorium.

Jean Tichenor, who coordinates the activities of the volunteers, would like to have more teachers involved in planning the volunteer recognition.

Please call her at 456-3400 if you can help in any way. (An additional request for all reading and GED teachers—please send Jean monthly reports of volunteer attendance.)

PROJECT AGILE

... A program to prepare women to enter firefighting training and other nontraditional careers.

The Project AGILE program includes: physical and academic assessment, agility training, assistance in preparing for the written examination, and free child care for eligible participants.

Call Bani Bennett at 456-3558 for more information.

Career Exploration Workshop Stresses Nontraditional Careers

By Cheri Hamilton

Thirty-two Single Parent/Homemaker and Project AGILE enrollees participated in a career exploration workshop conducted by Karen Malott and Dr. Clifford Shisler of Northern Kentucky University that gave them information necessary to make career decisions.

The program assisted the participants in identifying careers by first examining their values, needs, skills, interests, training requirements and salary expectations. The participants were able to apply that information to the Malott/Shisler Model for Career Selection and learned that making a career decision has three important components: (1) identification of your values, (2) all the relevant information and, (3) a strategy.

By morning's end, the strategies of getting more information on unfamiliar careers and nontraditional jobs, as well as interviewing people in those jobs, were objectives that many agreed to pursue in order to help them make informed career decisions. Participants were encouraged to find information about higher paying non-traditional careers as well as considering careers normally chosen by women.

WELCOME

Cheri Hamilton, Coordinator—
Displaced Homemakers (Durrett)

Cindy Rodosky, Coordinator—
Special Projects (Durrett)

Bani Bennet, Coordinator—
Project AGILE (DuValle)

Dorothy Singleton, Teacher—
Project AGILE (DuValle)

Cheryl Hunter, Clerk—
Project AGILE (DuValle)

FROM THE DIRECTOR'S DESK

This has been a good year, one of hard work and dedication from all our teachers and staff. I thank each of you for this and let's keep up the momentum. This school year has brought about many improvements in the delivery system, such as our computerized registration and record keeping systems, more linkage with community agencies, improved staff training, communication and involvement of staff input into our program.

I believe that on the horizon we see and are rapidly approaching the time when adult education in the state and especially in this community will be in the forefront. We are going to need to redouble our efforts to meet the challenges facing us.

I am proud to be on the team with teachers and staff who are enthusiastic, dedicated and have the caring attitude in fulfilling our mission.

Congratulations on a job well done and keep up the good work.

Tom Hale

Sentence to Learn

By Jaqui Remington

Sentence to Learn, an innovative program established in November, 1987, through the joint efforts of the office of the Jefferson County Adult Education and the Corrections Cabinet has already garnered national interest.

Under this project, parolees and probationers are encouraged to enter the "Sentenced to Learn" class. Referred to Adult Education by his/her parole officer, each person is counseled, tested, and enrolled in an STL class.

In class, reading, math, and writing skills are emphasized in the fifteen hours of weekly instruction. The STL team of teachers and volunteer tutors employs a combination of individual and group instruction as well as computerized lessons in this intensive course.

Optimally, students complete the course of study within five weeks and successfully complete the GED exam. They then receive career counselling and are placed in vocational training or on a job.

Understandably, other communities are interested in Sentence to Learn. The program has mobilized existing agencies to solve the educational/employment problems of a specific population in Louisville and is economical and direct. It is also proving to be very effective, and, when an idea like Sentence to Learn works, it benefits not just one group, but the entire community.

Project AGILE

By Bani Bennett and Dorothy Singleton

Project AGILE is a program designed to increase the number of women in traditionally male occupations. Funded through a federal grant from the Women's Educational Equity Act, its purpose is to give participants the mental, academic and physical preparation necessary for gainful nontraditional employment. Participants meet 4 days a week for a rigorous physical training program especially designed by U of L & Y.M.C.A. fitness consultants to increase upper body strength. To maximize their academic test-taking abilities, the women are assessed and given remediation through DuValle Education Center's Learning Lab.

Currently there are morning, evening and Saturday sessions to accommodate the forty participants. Their interests include firefighting, police work, plumbing, iron working, and carpentry. Mid-phase ceremonies with women firefighters are also in the works to encourage the participants in their pursuit of male-dominated work.

DuValle Education Center is the place where PROJECT AGILE comes together and comes alive. For information about enrolling in this program, call Bani Bennett at 456-3558.

Dorothy Singleton, the instructor for Project AGILE, provides educational equity and nontraditional career information. This information is disseminated to a varied range of age groups by using a variety of classroom activities and workshops. Activities for children ages 0-4 will be developed and field tested in the DuValle Education Center's child care program. These activities will include educational play to help counteract traditional gender stereotypes related to play and work. The activities for the children of Project AGILE participants, ages 5-17, will be field tested in after-school activities that emphasize active physical involvement and the exploration of activities/careers which are non-traditional for females.

Another goal of Project AGILE is to present workshops on educational equity and non-traditional careers to classroom teachers/assistants and community groups. By educating classroom teachers and assistants on the non-traditional concepts of project AGILE, traditional stereotypes in the classroom may be eliminated.

Orientation will also be provided on non-traditional occupations for Project AGILE adult participants. This will be accomplished through the development of a non-traditional occupation chart which will be a collection of non-traditional jobs and information pertaining to those jobs. This chart will provide quick access to facts about a job and aid in making non-traditional career choices.

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AGILE

nd Dorothy Singleton

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How To Improve Attendance

Recently some of Adult Education's experienced teachers told us how they keep attendance high in their classrooms.

Vickie Perdue — Aerobics Instructor, "An instructor's enthusiasm and involvement feeds the motivational level of students. I'm always on time, prepared, and continually stress the importance of 'being there' in order to improve knowledge and skills."

Marcella Herde — Crocheting Instructor, "I strive for a relaxed 'social' atmosphere. We share goals, successes, and failures, laugh a lot and help each other. I give a summary at the end of each class and announce the content for the next class. I call students who are absent and give them an update of what was missed."

If you have some suggestions for improving attendance, please jot them down and send to:

Adult Education
Durrett Education Center
4409 Preston Highway
Louisville, Kentucky 40213

Calendar of Events

Staff Development Program
March 15, 1988 (Tuesday)
Durrett (TV Room)
4:30-7:30 P.M.

National Adult and Continuing Education week
Theme 'Adult Learner's: America's Future'
March 20-26, 1988

Literacy (Reading) Teachers -
Quarterly Report Information will be due
to Barbara Nielsen by April 3, 1988.

Volunteer Recognition
April 23, 1988 (Saturday)
Gheens Auditorium
10 A.M.

Part-time Literacy, ABE/GED classes will end May 5, 1988.

Special projects will have different ending dates. Those teachers will be notified individually. All records and final reports for part-time teachers will be due the week of May 9, 1988.

1987-88 GED Graduation Ceremony
May 11, 1988 (Wednesday)
Youth Performing Arts School
7 P.M.

Teaching Tips

Building A Memorable Closing For Your Course

The last bit of course material has been presented, the last questions asked, and now it is time for the final moments of the course. Wouldn't it be nicer to conclude the class with more of a memorable impression? For just as the first five minutes of a course can set the overall tone of things for better or worse, so the last five minutes can create a positive or negative lasting impact. If planned well, the conclusion can send everyone home on a more enthusiastic note (presuming, of course, that the course was a positive experience in the first place).

Instead of a long speech and evaluations, try a few of these techniques to add more excitement to your course conclusions:

1) Do not make your closing activity too long—it will lose impact. Ten minutes should be more than enough. (Summaries of course material should be in the final portion of the lesson plan—prior to any closing activities.)

2) Try to choose an activity that is closely akin to the spirit of the course—not something from out of left field. Here are some suggestions for possible activities.

- A three-minute movie that is humorous or inspiring and can relate to the topic (e.g., a movie on success for participants entering into new careers, comedy about a procrastinator for a class on time management, etc.).
- A participant game that allows for group interaction. Have half of the class stand facing outward in a circle. Then have the remainder of the participants pair off with them. Ask each pair to reveal to each other what they thought was most valuable in the course. Call time in one or two minutes, and have the outward circle move over to the next person to repeat the exercise.
- A "walk-away" gift. Fill a large box with wrapped gifts. These gifts should pertain to the course and be inexpensive—office supplies for a writing course, pamphlets and tape cassettes for a communications course, puzzle cubes for a problem solving course, etc. Ask everyone to choose a present, unwrap it, and share a sentence or two about how the gift relates to the course. (Humor is welcome, and participants get to keep the gifts.)
- Group summary. Give each participant a piece of chalk, and ask them all to go to the blackboard and write one word or draw a picture that summarizes what they got out of the course ("think," "create," "communicate," etc.) Quickly compare responses.

These exercises should be fast. A winning closing will make you feel good and will send your participants away feeling positive about the course. As an added benefit, this good impression can help you to get repeat business and good recommendations for your next course.

BEST COPY AVAILABLE

Adult Education Enrollment Increases

The Adult and Continuing Education Unit's Annual Report for 1986-87, compiled and written by Pat Wetherton, is now being distributed. Figures show that we served over 27,100 adults last year. This represents an increase of 11% over the previous year. GREAT JOB! If you did not receive a copy or have any questions, please contact Pat Wetherton at 456-3400.

Gender Equity Tips Available

Would you like to learn some practical tips for improving gender equity in your classroom? The videotape, "Sex Equity in the Classroom" is available in the Adult Education Office for check-out to adult education teachers. The tape stars Dian Graham, an experienced adult educator, and offers information and suggestions for use in your classroom. Call 456-3400 for check-out information.

ADULT EDUCATION STAFF

Tom Hale, Director
Jeannie Heatherly, Assistant Director

Art Dietz,
Resource Teacher, G.E.D.

Barbara Nielsen,
Resource Teacher, Literacy

Marvin Raisor,
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VOL. 2, NO. 2
SPRING, 1988

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Phone: 454-8636

ADULT EDUCATION NEWSLETTER
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PROGRAM EVALUATION

JESSAMINE COUNTY SINGLE PARENT/HOMEMAKERS PROGRAM

The following Project Objectives were listed in the 1987-88 proposal:

1. 25 single parents and/or homemakers will be referred to the current GED and Literacy Programs.

2. 40 single parents and/or homemakers will obtain marketable skills by participating in Basic Education Classes, Career Development Classes, Job Seeking Skills Classes and Coping Skills Classes.

3. 40 single parents and/or homemakers will develop vocational skills by participating in Vocational Education Classes and Work Experience Training.

4. All single parents will improve parenting skills by participating in Parenting Skills Classes.

5. Weekly support groups will be held to address student concerns.

6. Financial assistance will be provided for child care and transportation in order to make educational and vocational classes more accessible.

7. The Program Coordinator will work with other community based organizations to provide services to single parents and homemakers.

8. Outreach Programs will be developed to inform single parents and homemakers of educational and vocational opportunities.

These objectives have been met in the following measure as of April 15, 1986:

1. 16 students in the SINGLE PARENT/HOMEMAKERS Program were referred to the GED program. 23 phone calls were logged as individuals requesting information about the single parent/homemakers Program who decided to pursue their GED before entering the SINGLE PARENT/HOMEMAKERS Program. The Jessamine County GED Program has increased to the point of providing an additional evening class with an average enrollment between 20-30. This is the first year for evening GED classes in Jessamine County.

*2. During the fall semester we received 24 requests for applications, 18 individuals began the program in September, and 15 completed some phase of the program.

During the spring semester we received 29 requests for applications, 16 individuals began the program in February (3 more started during the first week of March), and at this point 14 of those individuals have completed some phase of the program.

*3. 8 individual students participated in the fall semester of vocational education classes and work experience training. There are currently 10 student how have completed the spring semester of vocational education and are participating in the work experience training.

4. Parenting Skills classes were provided every Thursday morning, 9:30-12:00, by the Jessamine Counseling and Education Center in the following manner: Mothers attend informational seminars on specific topics and activities pertaining to their children. The children spent that time in a learning center at the same sight, they were provided with professional supervision, educational toys and games, and a snack at 10:30. After the mothers attended 1 hour of class they were instructed to practice the skill they had learned with

their children. After 30 minutes of practice time they returned to class to discuss their feelings about the activity, share comments with each other and receive feedback from the teacher.

5. Weekly support groups were held for 1 hour each week. The Program Coordinator began conducting the sessions but it was soon evident that the students were sharing more at other times with their teachers. Their exposure to the PRogram Coordinator was limited and the bond with the teachers provoked more interaction. After realizing that fact the teachers began conducting the support group times themselves.

6. The Child Care services were provided by the Over the Rainbow Day Care Center during class time. Transportation was provided by the Board of Education. A small bus would pick up the students and their children at their homes, take the children to the day care center and the students to the church for class. After class the same bus would pick up the students at the church, pick the children up at the day care and take them all home.

7. The Program Coordinator provided informational speaking sessions to the following agencies and organizations: Social Services, Jessamine Counseling and Education Center, Jessamine County Schools Administrative Staff, Jessamine County Schools Counselors, Jessamine County Parks and Recreation Department, Community Education Advisory Council, CHR Employment Services Department, Blue Grass Community Action Agency, and GED and Literacy Personnel. Each of these organizations has provided materials, referrals and special activities for the single parent/homemakers program.

8. The following Outreach Programs have been developed: Informational postcards are sent to all individuals who have received their GED in the last year or who are working on their GED at this time. Materials are also provided to the Literacy Program and to the Social Service and Social Insurance Offices to encourage individuals to pursue the single parent/homemakers program. Several newspaper articles have been written in the local paper to highlight the program. Speaking engagements have generated support from various community organizations. An informational brochure has been developed and distributed to numerous individuals and groups. The program has also been highlighted in a magazine published by the Board of Education and distributed through direct mail to every household in Jessamine County.

Quarterly Progress Report

Sex Equity or Single Parent/Homemaker
(Type of Project)

Teen Single Parent Program
(Project Title)

Rebecca Richardson, Home Economics Teacher
(Project Director)

Jessamine County High School
(Agency or Institution)

Route, 4 Wilmore Road
(Address)

Nicholasville, KY. 40356
(City, State, and Zip)

Annual Report--8-87 to 6-88
(Reporting Period)

Rationale

The Teen Single Parent Program at Jessamine County High School has completed the third year of successful operation. The teenage pregnancy rate continues to increase in Jessamine County as it does nationwide. The parents and the children need help and support in order to continue their formal education and in order to accept the responsibilities that are a part of their new role of parent.

The community has realized the need for the facility and recognized the benefits provided to those who participate.

The administrators and faculty are committed to doing whatever is needed to keep the program in operation. There is complete support for the program.

Objectives

The primary objective of the teen single parent program is to enable teenage parents to continue their education so that they may graduate from high school. A high school diploma will help the parent to be come employable in the future.

The secondary objective is to provide knowledge which will help the parent to be a more effective parent. The knowledge about parenting is usually not enough to have realistic expectations of the infant.

The overall objective is to prevent poverty, abuse, and neglect. If this is accomplished with a few parents and their children it will eventually improve the community and state.

Activities and Accomplishments

During this school year (1987-1988) there were seven students in and out of the program. Four of the students did complete the year. Those who began but did not complete the year may return next year or may decide to obtain a GED.

There were three seniors who graduated this year and one freshman who plans to attend school next year.

Two of the seniors were very positive about the program. They appreciated the facility and the knowledge gained in the parenting classes. Changes in parenting techniques were obvious with the parents as well as other students who assisted in the facility.

Plans

The plans are to continue the teen single parent program for 1988-1989. The regulations and requirements will remain the same for the school year as they have been in the past.

Changes

The facility may be relocated due to increased enrollment at the high school. The increased enrollment may mean that the room now used for the facility will be changed to a regular classroom.

The position of supervisor is available and several qualified people have expressed an interest in the position.

If the facility is relocated the requirements for parental involvement will be changed. If the facility is at another site rather than at the high school, the parents will not be able to work one hour each day. This would require that an aide be hired since we have relied on student help in the past.

Recommendations

The recommendation is for the teen single parent program to continue with the same guidelines as in the past. There will be changes made as the needs change.

The facility will continue to serve as a resource for programs such as special education and assisting in training students for possible employment. The students who have children in the facility may also find employment as a result of working in the facility. The students who are parents also serve as resource persons for classes when discussing teenage pregnancy.

There are many positive aspects of the program. This is apparent in the community and the overall acceptance and praise for the program.

Quarterly Progress Report

Coping as a Single Parent

and

Assuming My Role as a Single Parent in a Sex Bias Society

Single Parent/Homemaker

Sex Bias and Stereotyping

Ray Roundtree, Director

Ruby Bundy, Teacher

Home Economics Department
Laurel County High School
London, Kentucky 40741

October, 1987 - January, 1988

Rationale

The number of single parents and pregnant teens continues to increase during the school year. The participants continue to have problems with staying in school, caring for their children, working at a job and relating to all family members. They continue to need the support of their peers in class, their teacher and the community in order to prepare for the future. The majority of the participants are around fifteen years of age and need long term assistance for just achieving a high school diploma. Career education and vocational training as well as job training experience is necessary for them to achieve goals and acquire skills enabling them to be self supporting in the future.

Objectives

Some of the major objectives of this program are to provide skills for the proper care of the small children, to prepare for a job or career for future support, to provide support and counseling, to provide instruction for dual roles of participants, to prevent drop out and poor school attendance, to provide experiences to help build confidence and to develop good self-concepts.

Activities/Accomplishments

In the second quarter, we have enrolled two new students in the day class. In the after-school class, four additional students are attending. Two students are being assisted in the homebound instruction program. Instruction continues to be offered in all areas of need, using many teaching aids and community resources. The program has been promoted through speaking at civic organization meetings and interagency council meetings.

The program has been requested at two meetings of the Coalition of Teen Age Pregnancy and by being a member on the legislative committee of this group. Group and individual therapy continues to be an important part of the program.

Plans

The curriculum will continue to meet the needs of the participants. Enrichment and support will be provided through after school classes and therapy. A video on pregnancy prevention is being prepared by the class and the advisory board with the aid of two grants. Community resources will be utilized as a supplement to the basic curriculum.

Changes

None

Quarterly Progress Report

Type of Project

Single Parent / Homemaker

Project Title

Another Chance

Project Director
Betty Norfleet

Agency or Institution
Address
Logan County Board of Education
3rd and Owen Street
Russellville, Kentucky 42276

For the Period of March1, 1988 to July 15, 1988

Quarterly Progress Report

Program Type:	Single Parent/Homemaker
Program Title:	Another Chance
Project Director:	Betty Norfleet
Agency/ Institution:	Logan County Board of Education 3rd and Owen Street Russellville, Kentucky 42276
Which Quarter:	For the Period of March to July 1988

Body of Report

Rationale:

This program was to help single teen parents accomplish several items. Teen single parents have a tendency to drop out of school which causes limited education, limited in wage earning, and dependence on the the government. The single teen parent also needs guidance in caring for the child so the child is better prepared for life. The teen parent needs emotional and psychological support. This program give the single teen parent the chance to complete an education as other teens have the chance. The program helps give guidance in career education.

Objectives:

As the year is coming to a close there are several objectives for the single teen parent that has been met. The program was to help the teen complete a high school education by offering daycare and helping with encouragement the student to stay in school. It was to help with training and guidance for training and employment. The students need personal help with problems to improve their self-esteem and help them to accomplish their life goals.

Activities/Accomplishments:

The families have come in during the year and received support. At the end of the year we had a graduation get together for the families to help promote the program and make others aware of the success and also to give the students the support they need to go on from their families and the community. All of our single teen parents graduated form the program that were enrolled. All of single parents had jobs except for one upon gracucation. All were enrolled or had plans to enroll in a vocational school or college after graduation. Some entered college upon the completion of high school. The room was equiped with furniture, and childrens toy. Many films, videos and educational materials were bought with the funds as well as the equipment for the child care center. An aid was hire to help run the center and we attended a workshop that was very informative and will help us with next years programs especially. We tried to help students in the Russellville City school, also. We received help from some of the local services such as the health department and speakers.

Plans:

We continue to support and encourage the students to help them adjust. The aide helps with the group support situation too. We plan to attend more meetings for the program. Plans have been made to attend a meeting in Owensboro before school begins. Plans have been made to develop a brochure and more publicity to show the results of the program and explain how money is being spent to help the students. Plans have been made to reach more students during the next school year.

Changes (Programmatic):

Chances have been made in the way money was and is to be spent. All chances were approve by Betty Tipton. The program will basicly stay the same except to try to get more community support for the program, and reach more students that our services could help.

Recommendations:

The grant for the single parent and the sex equity grant were both applied for and approved. This was much needed. I can see the need and plan to have more community support and publicity. The program I attended in May would have helped me more be this past year and I am glad to see that one is being offered before school begins this year.

Another chance

New LCHS program provides care for babies at school

By Virginia Page

If you saw "The Bronx Zoo" on television last season, you know something about a new program at Logan County High School.

On the series, a program was initiated in the high school to keep students in school by allowing them to bring their babies to school and providing care for the babies during school hours.

LCHS has in place this year a similar federally funded program called Another Chance. Betty Norfleet is project director and Nada McDonough, home economics teacher, is the contact person.

Mrs. McDonough also supervises care of the four babies in a section of a home economics room. One aide, Frances Duncan, is employed to stay with the infants and furnish most of their care.

The student mothers, however, are required to work one hour a day in the nursery and help care for all the babies.

To use the day care facility, a girl has to be enrolled in school and be a single parent. She must bring food, diapers and a change of clothes for her baby.

Counseling is provided for the students to help them develop a positive outlook.

Mrs. McDonough said she enjoys working with the girls and babies and trying to help with their special needs.

After the grant was received, Mrs. Norfleet and Mrs. McDonough contacted girls with babies during the summer, explained the program and encouraged them to return to school.

The center also is caring for one baby of married parents, but this is outside the federal program. These parents must provide food, diapers, change of clothes and equipment.

Goals of the program are:

•To decrease the dropout rate of teen parents by providing quality day care for infants;

•To support returning students throughout the school year;

•To help the student parent establish her identity as the primary caregiver of the infant;

•To provide an opportunity for the student parent to develop into a confident person able to handle her dual responsibilities;

•To help the student parent master parenting skills through practical experience in the infant center;

•To provide infants with a stimulating environment for maximum growth and development.

Pregnant students sometimes go to school throughout their pregnancy, right up to the time of delivery. Others, whose physicians fill out forms saying they aren't able to attend school, go on the homebound program and do their school work at home. Either way, they are on the homebound program for a few weeks after the baby is born.

Afterwards, this year they have the option of using the school's center for baby care. Otherwise, the student's mother or grandmother might care for the baby. Many times, however, the mother is working and can't afford to quit a job to babysit. The grandmother might be working also, or might not be physically able to care for an infant. Most cannot afford to pay a babysitter.

Other pregnant girls quit school. Statistics show, however, that this decision is costly to the girl and to the community.

According to statistics from the Cabinet for Human Resources, Kentucky had an estimated 14,000 teen pregnancies in 1986 and had the highest white and third-highest overall percentage of teen births nationwide in 1984, the year for which the latest comparable figures are available. The United States has the highest rate of teen pregnancy in the

(Continued on Page 2)

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LCHS program provides care for babies

(Continued from Page 1)

world.

A news release from the agency also says a child of a teenage mother has an 80 percent chance of always living in poverty, and in Kentucky, more than 17 percent of all births each year are to teenagers.

In addition, it says 80 percent of pregnant teens under 17 never finish high school.

Marion County began a similar program in 1985. Its goal is to curb the drop-out rate by allowing teen mothers to take their babies to school every day. A story in The Courier-Journal Magazine Sunday told about the Marion County program.

The story said the program is in its third year. It added that three of the 1987 graduates who used the nursery for their babies plan to go to college.

Though the Russellville Independent Schools do not have a program of this kind, Superintendent Jim Young said he thinks there will be more programs like this throughout the state, as a way of preventing students from dropping out of school.

" A NEW DIRECTION FOR YOUR LIFE "

Single Parent / Homemakers Program

Madison County Area Vocational Educational Center
Richmond, Kentucky

Submitted by:	Loretta Wolfrom Single Parent Teacher	Betty J. Grigsby Principal

Single Parent / Homemaker Program

I attended the GATB Workshop, offered by Mr. Ollie Mason in Corbin, Kentucky. We plan to use the GATB as one of our assessment tools.

A drafting student at Madison County AVEC, Brian McBride, designed a flyer to use in promoting our program. This material was used in the County Exchange paper which goes to approximately 25,000 homes. Copies of the flyer were taken to laundromats, social service agencies, employment offices, supermarkets, health department, and other places our target population may frequent.

Our program meets in the basement of the Parks & Recreation Building. This building belongs to the City of Richmond and they have graciously offered the facility free of charge for our program. Madison County Board of Education loaned us a teacher's desk.

September and October Preparation

Tobie Hislope and I had a meeting with Betty Grigsby, Carol Gabbard, and a registered nurse about the single parent/homemaker's program. We reviewed approximately forty books and looked at other resources to help us plan our classes. We met with Dr. Carol Gabbard from Eastern Kentucky University and talked about the parenting aspect of the program. She also loaned us materials for the consumer economics section of the program. We decided we would wait until the course participants could tell us their concerns and then we would make the final decision as to what to include in the parenting section of the program.

October 26, 1987 (8:30 a.m.)

At last our program starts! The first student to arrive was Charlotte Hardy, white, 37 years old, from Irvine, Kentucky. Charlotte had the impression that we had a job for her to report to.

The next two students came in together. Donna Riddell, 21 years old and Theresa Smith, 19 years old. They were both white from Richmond, Kentucky. They each had new babies and needed GED's. Both were unemployed and looking for employment.

Debbie Reynolds, 27 years old, unemployed, high GATB, two children, has her GED and is taking other classes at the Vocational School.

Ann Coggin, Berea, Kentucky, is 29 years old, white, with two years of college and two children is unemployed and needs a job.

Kaye Broyles from Richmond, Kentucky, 28 years old, white, unemployed, has four children, and is enrolled in two other vocational classes; she is also working on her GED.

Arlene Jenkins, 46 years old, with two children, has not worked in seven years. Needs a job desperately.

Norma Jackson came on October 28. She is from Berea, Kentucky; 35 years old, white, has three children, unemployed, has low scores on GATB.

Samantha Horn came on October 29. She is from Richmond, Kentucky; white, with two children and unemployed.

Rita Sebastian came on November 2. She is from Richmond, Kentucky; white, 30 years old and is laid off from work. She has one child who has finished 10th grade.

DAY ONE

The first day we had the students fill out enrollment forms and we talked to them about their concerns. We asked them to make a list of objectives. We encouraged them to talk together so they would get to know each other and become a networking group. We then explained what we envisioned the class objectives to be and how we would try to work with them on their concerns and problems.

Monday, October 26

Getting a job was of utmost importance to all of them. We had them write lists of jobs they felt they could do.

Tuesday, October 27

The second day, I went through two-thirds of the Job Seekers Bible with them. I answered all their questions and gave them an assignment to pick up three job applications on their way home.

Wednesday, October 28

I administered the cognitive portion of the GATB. After the test we talked more about how to get a job.

Thursday, October 29

We wrote all job experiences, education, etc. on index cards. We filled out all the job application forms they had picked up as their class assignment.

Monday, November 2

Administered GATB to Norma Jackson while Tobie worked with others. Also gave Manipulative GATB to the other students.

Tuesday, November 3

Gave GED locator to Rita.

Wednesday, November 4

Worked on GED skills.

Thursday, November 5

Worked on GED skills.

Monday, November 9

GED skills and GED Practice Test

Tuesday, November 10

GED skills.

Wednesday, November 11

GED Math skills

Thursday, November 12

Worked on records and quarterly narrative for the program.

THE OUTCOMES OF OUR WORK:

Arlene Jenkins obtained a job at Wal-Mart after not working for seven years.

Kaye Broyles obtained a job at Madison Manor Nursing Home.

Ann Coggins is moving. She said the course had given her some good job-seeking tips.

Donna Riddell and Theresa Smith have both had their telephones temporarily disconnected.

Rita Sebastian went for her GED test Saturday,November 14th.

Debbie Reynolds is still attending class. She doesn't seem to be actively looking for a job or willing to accept the type of jobs she's qualified for.

FINAL PROGRESS REPORT

DISPLACED AND SINGLE-PARENT HOMEMAKER

D.A.S.H.

Rose Conti, Ph.D.
Project Coordinator

Madisonville Community College
College Drive
Madisonville, KY 42431

For the Period of July 1, 1987 to June 30, 1988

Final Progress Report

Program Type:	Displaced and Single-Parent Homemaker
Program Title:	D.A.S.H.
Project Coordinator:	Rose Conti, Ph.D.
Institution:	Madisonville Community College College Drive Madisonville, Kentucky 42431
Final Report:	July 1, 1987 to June 30, 1988

Rationale:

Increasing numbers of displaced homemakers and single-parents have become the primary wage earners for their families due to divorce, death, disability or desertion of a spouse. A vast majority of these individuals have neither anticipated nor prepared for this role. As a result their access into the job market is limited. Because they lacked training and/or experience these women are viewed by employers as unemployable.

In many instances they are employed in low paying jobs resulting in lack of funds for adequate child care, a major cause of absenteeism. This perpetuates the "unemployable" stigma. Awareness of these issues is evident when participants come for help. Training or retraining is necessary if these people are to become sufficiently independent to meet their financial needs. D.A.S.H. is designed to make training and adequate employment more accessible to displaced and single-parent homemakers.

Objectives:

The thrust of the program is to develop an awareness of individual potential. Through determination of individual values and goals, priorities are set which facilitate developing one's potential.

Personal and vocational counseling, and interest and aptitude assessment instruments are used to offer guidance to participants. Assistance is available in selecting a training program and educational curriculum to meet participants' identified goals and needs.

Financial support is given through subsidizing costs for travel and child care services incurred by the training program.

Activities/Accomplishments

Individual Counseling

Though the need for a support group was clear, we had two major problems; finding a time to meet because of conflicting schedules and having no convenient place to meet since our operation is in an office space approximately eight by nine.

We decided to have fewer support group meetings and more individual counseling sessions. This seems to meet the needs of our participants to a greater extent.

We continue our efforts to publicize our program through brochures, radio and newspapers in order to reach those most in need. We have developed a close, working relationship with personnel at the food pantry and the clothing distribution center. We have established a professional and working relationship with the personnel at the Pennyroyal Mental Health Clinic and the Human Resources department. We feel that we've progressed professionally in this, our initial year with the program and will reap the benefits in the coming year.

Recruitment

The steady flow of single parents and displaced homemakers inquiring into our program at Madisonville Community College and our experience in helping those who choose to enroll, clearly indicate the need for such a project. Members of this targeted population whom we interview are eager to achieve some measure of economic independence for themselves and their families. With limited means and little experience in post-secondary education, re-entry students especially need information about opportunities available, guidance in choosing a career, help with securing financial aid and scheduling, and encouragement and support in committing themselves to such a challenge. Because most of our participants have dependent children and are drawn from a five county area, funds for child care and transportation are major concerns.

However, displaced homemakers who have school age or even adult children who do not travel far have financial burdens which are not being addressed. This particular group seems to suffer most from dispair and discouragement. We would like to see some innovative use of funds for this particular group so that we carry some leverage in convincing them that there is hope, that they are not forgotten.

Placement

The new Placement Office at Madisonville Community College was a great help in placing participants into jobs both part-time and especially for participants completing training. Our Cooperative Education coordinator also was most helpful to our participants who wanted and needed part-time employment. We are most satisified with the overall cooperative efforts toward student needs within our institution.

Mentoring Program

We are pleased with our mentoring program, and expecially look forward to instituting it at the beginning of the fall semester when it will fulfill a great need. Madisonville Community College has encouraged any and all measures aimed at reducing the drop out rate.

Remedial and/or Refresher Coursework

The Learning Lab is working closely with DASH in preparing students for college level coursework.

Graduate Recognition

Graduates were honored at a reception attended by student services personnel and DASH participants. Each received a small gift and certificate fit for framing.

Professional Involvement

The coordinator has made every effort to attend state called workshops, counseling conferences, vocational home economics conferences, and local community service meetings.

Currently she is coordinating efforts to gain support for the passage of the child care legislation which is due to come up for a vote this month in Congress.

Additional Grant

We are pleased to have been awarded a JTPA Grant for the 1988-89 fiscal year. This will greatly enhance our program.

Plans

Having evaluated the 1987-88 program year, we are wiser in understanding our students' needs and desires. We have tentative plans for the following:

1. Develop an academic monitoring system for program participants beyond that which is currently in place for all Madisonville Community College students.

DASH participants have problems that affect day-to-day living. Problems which surface most frequently include money, credit, legal problems, housing, transportation and mobility. When these problems are coupled with academic responsibilities and the student must set priorities, academics will easily slip to the bottom of the list. The student will miss class, fail to turn in assignments, and show little motivation. Poor school work them is a symptom of unresolved day-to-day problems. This situation persists because the student does not seek help for any number of reasons and the DASH coordinator becomes aware of the situation only when the student has decided to drop out of school.

Through frequent and continuous feedback on student academic progress, the DASH coordinator can choose to intervene in time to counsel the student to seek academic help and/or make referrals within Madisonville Community College or the community at large.

2. Participants will be required to attend four of the six 3 hour workshops for the 1988-89 academic year. Included in these workshops will be emphasis on self-improvement, job seeking skills, and problem solving.Support group meetings per se will be held at the beginning of each semester and when need is indicated.

3. We are tentatively planning to host an in-service workshop on "Divorce" through Northern Kentucky University this fall. Program coordinators in this area of the state will be invited to attend.

4. We will host a recruiting workshop August 2, 3, 4 utilizing community college and public school personnel, as well as speakers from the vocational school and the community at large.

5. Noting that many of our participants have made poor decisions in the past and continue to exhibit poor decision-making skills, we will address this subject in groups as well as individually.

6. We have selected courses from the Office Administration curriculum (30 hours) which when completed will enable one to obtain satisfactory employment. This will be utilized in conjunction with the JTPA Grant.

Recommendations

Advance Notice

We would have liked more information on completing the statistical "end of the year" forms. Also, we were informed rather late that a narrative report would also be required.

Financial Needs of the Older Program Participant

We would like to see the unique financial needs of the single parent not needing child care be met. As children grow so do their expenses. Even though the need for child care services diminishes, other costs increase. It is these increasing costs which keep this single parent or displaced homemaker working two and three part-time jobs leaving no time nor energy to improve her lot in life through educational pursuits.

State Sponsored Workshops

I have benefited much from the workshops I've attended. In-service is so important in keeping professionally informed. Please keep up the good work.

TEEN PARENTING INFORMATION BOOK

METCALFE COUNTY HIGH SCHOOL
EDMONTON, KENTUCKY

TEEN PARENTS:

This information book was put together for the primary purpose of providing information and assistance to the Teen-Parent. This special group of young people with special needs is the focus of this project. It is hoped that the information provided here will be useful.

A special thank-you goes to some very special people. It has been a pleasure working and learning with them.

Sincerely,

Kathy L Bunch-Birge

Kathy L. Bunch-Birge

PROJECT DESCRIPTION

The main objective of the Teen Parenting Program is to help prepare students for their new roles and discourage dropping out of school. The intent of the program is to teach parenting skills to everyone, both male and female and to provide counseling services and day care services when needed. The completion of high school and learning of job skills is the anticipated outcome.

"YOU"

ARE SPECIAL!!!

YOU ARE SPECIAL!

Individuality is what makes one person different from everyone else. It's being you. No two people are exactly alike. Everyone is special in their own way.

Motivation is having the strong desire to achieve a set goal. It's what everyone needs to get things done. With effort, you can develop motivation yourself. Here are eight tips you can use to build motivation:

1) Decide what being motivated means to you.

2) Set definite and reasonable goals.

3) Participate and do not just sit back.

4) Don't expect that reaching your goals will solve all your problems.

5) Believe in yourself and look for others who share your interests.

6) Avoid letting failures turn into failure habits.

7) Don't use up your energy envying others.

8) Accept responsibility for yourself and your actions.

You are Special . . . .

Each person is a unique and lovely individual. In the history of our world, there has never been anyone like you before and will never be anyone like you again. Always remember you are special.

Affirmations for Today

The more receptive I am, the more I receive.

I am able to see problems as opportunities to be creative.

I am a success.

I am organized.

I am creative.

I am surrounded with love and beauty.

I naturally share and enjoy my emotions.

The more I let go and am my present self, the more beautiful and successful I am.

I love myself.

Every individual has unique qualities that enrich my experience.

I discover the positive in every situation.

All that I give is given to me.

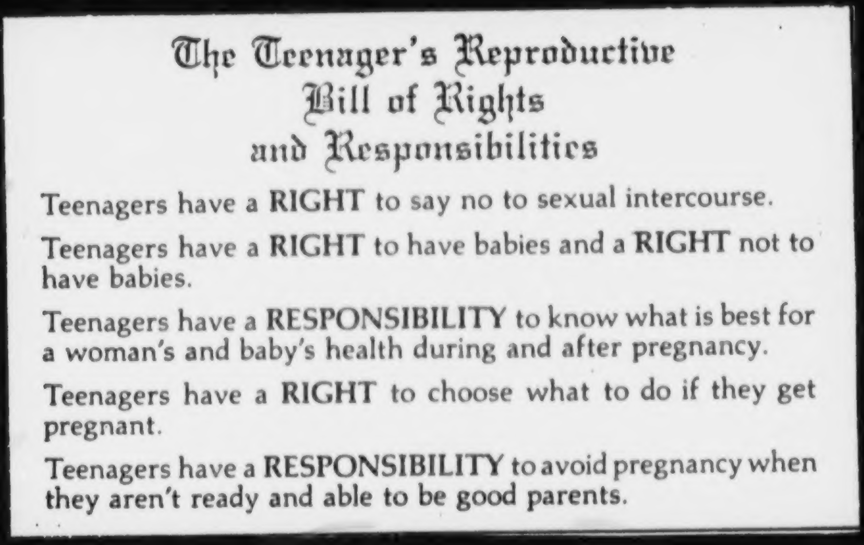
I enjoy a job well-done.

I do simple things perfectly, which strengthens my skills to do complicated tasks easily.

I start each day with joy and energy.

What I can conceive and believe, I can achieve.

I am unique.



The Teenager's Reproductive Bill of Rights and Responsibilities

Teenagers have a **RIGHT** to say no to sexual intercourse.

Teenagers have a **RIGHT** to have babies and a **RIGHT** not to have babies.

Teenagers have a **RESPONSIBILITY** to know what is best for a woman's and baby's health during and after pregnancy.

Teenagers have a **RIGHT** to choose what to do if they get pregnant.

Teenagers have a **RESPONSIBILITY** to avoid pregnancy when they aren't ready and able to be good parents.

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DECISIONS

Why Me?
or
Why Teenagers Get Pregnant . . . .

By far the most common reason that teens give for getting pregnant is that they just got "swept away" by the romance of the moment. When someone says, "We just got carried away," or "I just didn't think I'd be having sex," they've probably got the "swept-away syndrome."

When you're actually caught up in the swept-away syndrome it's tough to think about birth control.

ALL METHODS OF BIRTH CONTROL REQUIRE PLANNING AHEAD.

If you can't make yourself think ahead - if you can't make yourself use birth control - then you're not ready to have intercourse. You're not ready if you're not ready to plan.

Here are some other reasons that teens get pregnant:

* to be popular ("Here's something I can do that will make somebody love me.")
* to satisfy curiosity about whether they're fertile
* to force a marriage
* to find a way to get out of the house
* to get back at or punish parents
* to get out of school
* to ask for help ("I don't know how to ask for help, so I'm going to get in terrible trouble so someone will have to take over.")
* to have a sense of power and mastery ("I can do something; I can make a baby!")

These are not necessarily conscious thoughts. But if you are having intercourse and not using birth control, it is possible that you have one of the previous unconscious wishes.

You're not a bad person if you use these motives to have a baby. Everyone gets ruled by unconscious wishes sometimes. But it would be better if you could be honest enough with yourself to be able to avoid that kind of pregnancy.

If you feel you just can't cope with the thought of birth control, but you want to have intercourse, it's important that you know that you can change your way of thinking. You can be more honest with yourself.

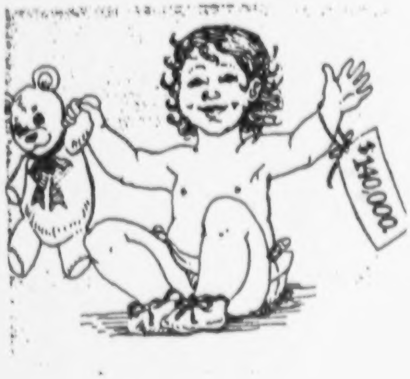
If you can't do it on your own, you can either stay out of the situations that lead to intercourse, or get some help, perhaps from a counselor or psychotherapist. Making decisions is part of being grown-up, and most adults seek help, at one time or another, about major decisions they face.

HELP WANTED

LIFETIME OPPORTUNITY!! FULL-TIME POSITION: SHOULD HAVE SKILLS AS CONSUMER SPECIALIST, SOCIAL DIRECTOR, EDUCATOR, SPIRITUAL TEACHER, NURSE, NUTRITIONIST, COOK, HAIRDRESSER, AUTO DRIVER, REFEREE, DOMESTIC ENGINEER, LAUNDERER, CLOTHES MAKER AND ALTERATIONIST, COUNSELOR.

TIME OFF - NONE
MISCELLANEOUS FRINGE BENEFITS IN LIEU OF SALARY

Making the Best of an Unplanned Pregnancy



PAYING FOR PREGNANCY

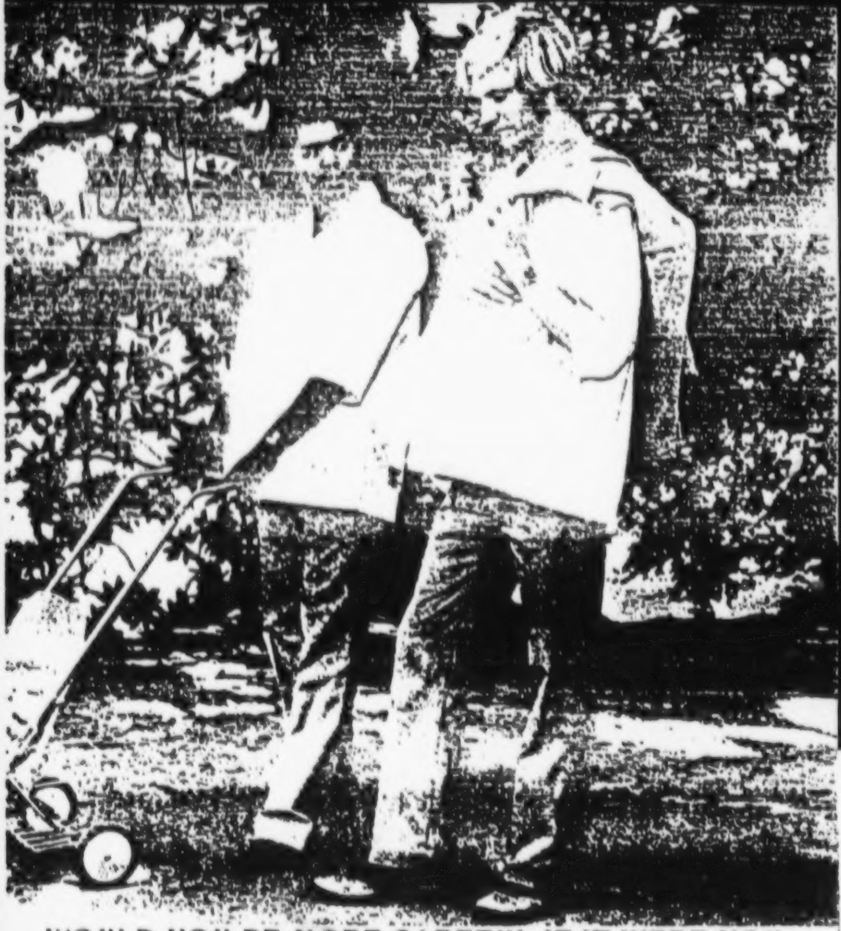
The range in cost for getting a newborn baby through his or her first year of life in America is $3500-$9000. (The higher figure assumes you need day care and aren't breastfeeding.) The expenses will be different for different people, states, cities, and hospitals, of course, but the breakdown below will give you an idea of some of the typical costs for the major expenses involved.

DOCTORS' FEES (includes visits during pregnancy; costs for pediatrician's visit to hospital, well baby care ONLY, such as shots. The high figure is for a complicated pregnancy or cesarean section.)	$957.00 - $1217.00
HOSPITAL BILLS (3-day stay in room, laboratory bills, delivery room and nursery room charges)	$1400.00 - $1700.00
DIAPERS	$421.00 - $ 720.00
CLOTHING (maternity outfits, baby clothes)	$300.00 - $ 500.00
FOOD (zero is for breastfeeding; $1400 is the average estimated cost of formula and baby food for 1 year)	$0.00 - $1400.00
MISCELLANEOUS (sleeping, bathing and eating equipment; toys; occasional babysitters.)	$400.00 - $ 600.00
DAY CARE (zero if not needed; upper figure is high average day-care costs for 50 weeks)	$0.00 - $3000.00
TOTAL COST OF RAISING 1 CHILD FOR 1 YEAR	$3478.00 - $9137.00
COST OF RAISING 1 CHILD TO AGE 18	$140,000.00
COST OF SAYING NO	$0.00
COST OF USING CONDOMS	$0.00 - $ 38.00*
COST OF USING BIRTH CONTROL PILLS	$0.00 - $ 144.00†

*Condoms are free or inexpensive at many family planning clinics; $38 figure is based on the most popular condom.

†The Pill is free or inexpensive at family planning clinics, which use a sliding-scale payment schedule. It costs $8-$12 per cycle at a drugstore.

Can You Afford NOT to Plan Ahead?



WOULD YOU BE MORE CAREFUL IF IT WERE YOU THAT GOT PREGNANT?

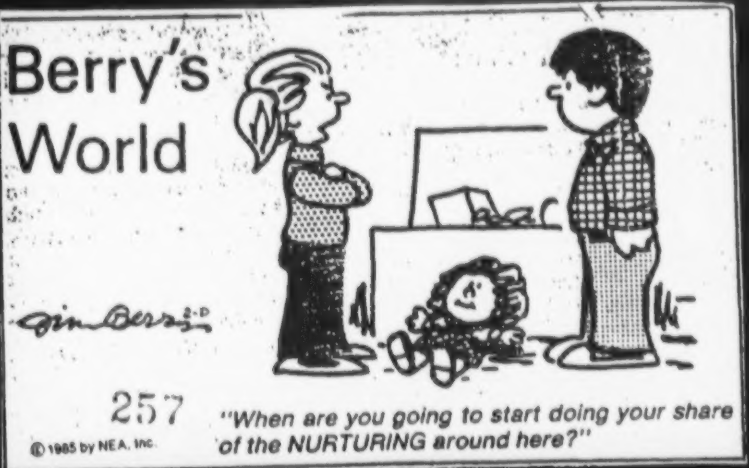
DAD, It's your baby too!

The fact is that one-half of all teen mother's rear their children as single parents; most don't have enough money to cover the basic needs of life. Besides helping financially, teen fathers can offer emotional support. That doesn' necessarily mean marrying, but it does mean being there when needed!

GETTING THE MESSAGE OUT

Today teenage boys are hearing that they must be sexually responsible. The National Urban League, for one, is running a campaign that warns: "Don't make a baby if you can't be a father." Ads from the Children's Defense League suggest that having a baby is like "being grounded for 18 years." Black leader Jesse Jackson uses gh language, too. He tells boys: "You not a man because you can make a baby, but because you can raise a baby."

Why is the focus now shifting toward boys? "We spend hundreds of hours edu- ug girls about pregnancy," says Rich- Brown, who started New York City's first program for teen fathers. "Each time a girl sees her boyfriend, this effort is wasted. You're defeating the purpose if you don't reach the male."



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PREGNANT?

What are your options?

It is important to remember that you are a lovely, unique and special person capable of loving and being loved no matter what your decision is about your pregnancy.

If you are not married, your choices are, of course, quite different than if you are married. You may choose to marry the father of the baby. You may choose not to marry and to single-parent your baby. Or, you may choose to give your baby up for adoption. The decision you make will not be an easy one and it won't be a perfect one. But it will be one that you and your baby will live with for the rest of your lives.

PARENTING ALTERNATIVES

Out of 540,000 babies born to teenage mothers in 1984 --

* four out of ten mothers were married
* three out of ten married shortly after the birth of their babies
* three out of ten chose not to marry
* ninety-four percent of these mothers chose to keep their babies
* eighty percent of all teen marriages ended in divorce

WHAT YOU OWE TO YOU

by Dona Liman
(Sent in by Shaye Krcil)

The right to have a private place,
  A place you can call your own;
To be currounded by a smiling face,
  Or the right to be alone.
Your time to work and your time to play,
  And the quiet to dream when you choose.
The right to be still and speak no word,
  To have naught but silence to utter;
The right to not hear the obscienities heard,
  The right to not see the clutter.
The right to have everything in its place
  And a place for everything;
To discard the rags, exchange them for lace,
  To hum, to whistle, to sing.
The right to serenity in all you do,
  These things you owe to you!!

BABY'S BILL OF RIGHTS

Look around you in this room. Is there anyone your age that you would choose to be your mother? Do you know a young man in your school that you would want as your father? If you were born today, what rights do you believe you should have? (Remember that you can't walk, talk, turn over, feed yourself, see well enough to recognize even your own mother, nor keep warm.)

It is the right of every infant to have the best possible start in life--and it is our responsibility, as adults, to insure that right. In recognition of this awesome responsibility, the March of Dimes Birth Defects Foundation had supported the development of a critically important educational program-Starting a Healthy Family.

A Baby's Bill of Rights

* Taken from Bacon Ross, Families and Futures

KEEPING THE BABY?

If you decide to keep the baby you need to be aware of all responsibilities of being a parent. There are legal obligations along with primary care responsibilities such as financial, physical, mental, and social care.

Questions you need to ask yourself if you're considering keeping your baby:

Your Baby's Needs

1) Do I have the physical strength to take care of a new baby twenty-four hours a day (that means 12 P.M., 2 A.M., 4 A.M., 6 A.M.)?
2) Do I have the patience and skills for a crying baby?
3) Do I want to stay home and babysit or would I rather go out?
4) Do I know what to do when my baby gets sick?
5) Do I want the responsibilities of cooking, shopping, cleaning, and washing clothes and diapers (every day)?

Your Own Needs

1) Am I ready to give up my independence for a twenty-four-hour-a-day job for the next eighteen years of my life?
2) Will I be able to finish school?
3) Will I be able to get some vocational skills for a career?
4) Do I want to give up the social life and friends I had before my pregnancy?
5) How will the baby fit into my social life?

A PARENT'S GIFT

Gold and silver have I none.
What gift then can I give my son?

I can endow him with a sense of worth.
  I can deepen his inner security by developing self-esteem.
  I can encourage natural talents and specific qualities.
  I can show an understanding of other cultures and other peoples.

I can stimulate his sense of adventure.
  I can present to him a wide variety of experiences.
  I can feed his natural curiosity.
  I can help him to develop an awareness of all life around him.

I can enrich his vocabulary.
  I can talk with him of many things, as opposed to talking "at" him.
  I can listen to him and welcome his unique expression of ideas.
  I can read to him from fact and fancy, poetry and prose.
  I can sing with him old songs and new.

I can ignite the spark of his creativity.
  I can kindle his imagination.
  I can accept his new ideas.
  I can appreciate his efforts.
  I can provide him the raw materials with which to work.

I can mold his character.
  I can set a worthy example for him to follow.
  I can motivate him toward achieving honest goals.
  I can be reverent and hold certain values sound.
  I can laugh with him when life tests us both.
  I can offer him love.

SINGLE-PARENTING

Questions to ask yourself ....

1) Would it be easier to parent the child by myself?

2) Will my parents help me?

3) Do I have enough money for food, clothing, and rent?

4) Where can I stay with the baby?

5) Who will take care of the baby when I am at school or at a job?

IS MARRIAGE THE ANSWER?

Questions to ask yourself ....

1) Do I love the father and want to spend the rest of my life with him?

2) Will he make a good father?

3) Is he mature enough to make a go of marriage?

4) Am I mature enough to make a go of marriage?

5) Will marriage make schooling more difficult?

6) Do we have enough money to live on?

7) Do we fight a lot? Would he ever hit me or the baby?

If you are considering marriage as an option, please read the section in the book labeled, "Marriage....Is It For You?"

ADOPTION?

What is it?

Placing the child for adoption - to be raised and loved by a carefully selected adopting couple may be the best gift you can give the child. Most adoptive parents have waited eagerly for years for a baby to be placed in their home. With some agencies, you may help select the type of parents who will adopt your baby. If you wish, some agencies will share with you non-identifying information on several prospective adoptive families. And you may choose in which of these many possible family types you would prefer your baby to grow up.

How do I place for adoption?

Bureau of Social Services	432-2711
Baptist Child Care Board	1-800-292-9440
Catholic Social Service Bureau	1(502)637-9786

Questions to ask yourself if you're considering adoption:

1) Am I mature enough to give my baby to other parents?

2) Would I be able to pick up my life where I left off?

3) What if my parents do not want me to give the baby up?

4) What if the baby's father does not want to give the baby up for adoption?

5) What will my friends think if I give my baby up for adoption?

6) How can I find an agency that I trust to find the best family for my baby?

Legacy of an Adopted Child

Once there were two women
Who never knew each other

One you do not remember
The other you call mother.

Two different lives
Shaped to make yours one.

One became your guiding star
The other became your sun.

The first gave you life
And the second taught you to live in it

The first gave you a need for love
And the second was there to give it.

One gave you a nationality
The other gave you a name,

One gave you the seed of talent
The other gave you an aim.

One gave you emotions
The other calmed your fears,

One saw your first sweet smile
The other dried your tears.

One gave you up -
It was all that she could do.

The other prayed for a child.
And God led her straight to you.

And now you ask me
Through the tears,

The age-old questions
Through the years;

Heredity or environment -
Which are you the product of?

Neither, my darling - neither
Just two different kinds of love.

- Author unknown

MATERNITY SERVICES?

What is it?

Residential care to women with unplanned pregnancies. They provide counseling, educational and medical services, and recreation. Programs encourage the mother to have a healthy, responsible pregnancy leading to the delivery of a healthy child. Discretion is a top priority and no one ever has to know anything about your extended visit with Aunt Sue. The program is free of charge whether you decide to keep the baby or place the child for adoption.

Where is this offered?

Our Lady's Home for Infants	1(502)637-9786

ABORTION?

What is it?

The expeling of the fetus.

Where do I get one?

There are Abortion Clinics in the larger Kentucky cities listed under clinics in the yellow pages. They are legal in the state of Kentucky, but the physical and mental consequences must be considered.

MARRIAGE.... IS IT FOR YOU?

TEEN MARRIAGE

THE FACTS ....

* 60 % of those who marry before they are 20 will be divorced within five years.

Several factors make succeeding at marriage a real challenge for teenagers. Physical and emotional changes are not the only characteristics stacking the cards against teen marriage. Lack of money is a big factor. Even if the husband is working, it is not likely he has a well-paying job. Many teenage brides are pregnant and unskilled; their chances of finding a good job are slim indeed. The result is likely to be either dependency on welfare or on parents.

It is not impossible for teen marriages to succeed and be happy, but they do take a lot of work to last. If you are both determined to succeed in your marriage, will both of you work through disappointments and disagreements to make your marriage a deeply satisfying experience for both of you? If so, you'll be closer to achieving a "forever" marriage.

MARRIAGE.....IS IT FOR YOU?

"You have to feel it's right. It can't be because you're pregnant or because you're by yourself or you want to get out of the house. You have to have mutual love, some of the same likes, some of the same goals. You can't have a marriage when one person wants to go his way and the other wants to go another way."

"Real love is trust, respect and caring. When you fall in love, you trust, respect and care for the other person, you'll continue to love. Friendship ought always to precede marriage and friendship is trust, respect and caring. Growing in love rather than falling in love will provide a good foundation for a happy, satisfying marriage."

PARTNER SELECTION

People tend to marry those who share the same background and experience. This means that you are most likely to match up with someone much like yourself in terms of the following categories:

- * Race
- * Religion
- * Age
- * Social class
- * Education
- * Ethnic background

Forever is a long time. You can have some control over your forever by choosing carefully the person you marry.

ARE YOU READY FOR MARRIAGE?

1) Are you ready to drop out of the teen group and assume adult responsibilities?

2) Are you ready to break away from dependence on your family?

3) Do you feel you are ready to settle down to the duties of homemaking?

4) Are you ready to earn a living at a full-time job?

5) Are you aware that when you marry you will be expected to be self-supporting? Do you know what it costs for married couples to live as you will want to live?

6) Would you be willing and are you trained to support a mate in college?

7) Are you confident of your ability to manage money?

8) Are you ready to take your place in the community as an adult?

9) Does either of you think the other one has a drug or alcohol problem?

10) What about jealousy? Trust is an important factor in a good marriage.

11) Is either your father or your partner's father into hitting his wife?

12) Are you a homebody? Or do you prefer to spend most of your time on the go?

13) Does your partner have ways of feeling and acting, of being, that you do or would find comfortable to live with? Do your ways of acting and being please your partner?

14) Does each of you have about the same ideas as to how a husband and wife should act?

15) Do you agree on children?

IMPORTANCE OF A GOOD START IN MARRIAGE

There is nothing like a good start. This is particularly true in marriage. If failure is to come, it usually comes during the early months of marriage. The word "adjustment" is important for it implies that success does not come automatically.

There are three main areas of adjustment:

1) Sexual adjustment
2) In-law adjustment
3) Adjustment in communication

CHANGES ...... AND MORE CHANGES ....

People usually change faster during their teenage years than they ever will again. Being patient with each other is important. Encouraging each other to be the best person each of you can be will help. Time will help -- as each of you grow older, you will probably grow more mature. It takes lots of self-discipline and lots of adjustment to learn to live with another person. If either or both of you are teenagers, it may take extra effort from both of you. But you can do it if you both work hard at succeeding together.

Change within a relationship is inevitable. Some change is good, some not so good. If the partners in their changing go in different directions, their relationship may suffer.

Much of the secret to changing together lies in good communication. If two people who love and care for each other can talk together about the changes going on in their lives, they can continue to grow together. They may find 30 years from now that each is an entirely different person -- but that their love for each other has grown even stronger and more caring through these changes.

Two people working toward this goal are likely to be winners in the search for a loving, caring, long-lasting relationship.

MARRIAGE REGULATIONS

Three acts are necessary for a legal marriage:

1) A marriage license must be obtained from the person authorized to issue it (usually a county clerk of courts).
2) The ceremony must be performed by an authorized official.
3) The marriage must be reported to the state department in charge of keeping records. (This is usually the responsibility of the person issuing the license).

In addition to these three regulations required by all states, there are other regulations that must be met for a legal marriage to occur. Not all states agree on these. Such regulations refer to:

1) Age at which the couple can marry with or without parental consent
2) Physical requirements
3) Mental requirements
4) License
5) Waiting period, if any
6) Official
7) Prohibited relationships (related by blood or marriage)

Reasons for Marrying

	Men	Women	Over 30	Under 30
1. Search for security				
2. Pressure to marry from your friends				
3. Society's pressures not to be single				
4. To be happy				
5. Economic security				
6. Fear of never getting married				
7. Pressure from girlfriend or boyfriend				
8. Pregnancy				
9. Desire for sex				
10. Attempt to escape from unhappy home or school				
11. Thinking that it was easy to get a divorce if it didn't work out				
12. You were bored				
13. Prestige or status				
14. All your friends were married and you didn't want to be left out				
15. Desire for a family				
16. Love				
17. Companionship				
18. You were lonely				
19. Felt that family living was the only way to live				
20. You and your boyfriend/girlfriend went together so long marriage seemed the only thing to do next				
21. Pressure from your parents				
22.				
23.				
24.				
25.				

Predicting Marital Happiness

Can marriage success or failure be predicted? Not absolutely, of course. However, researchers have studied family life so much in the past few years that they have come up with a list of factors that are pretty good indicators of whether or not a marriage will be happy. The greater the number of favorable factors that are true for each partner the greater their chance of finding marital happiness together. The greater the number of unfavorable factors that are true for each partner the higher the likelihood of unhappiness and failure.

Below is a list of some of these factors. Consider each of them for yourself and your relationship. Circle each that applies. Have your friend do the same. Count the number of circles in each column. According to these predictors how good a chance do you two have of making your marriage work?

Favorable Factors	Unfavorable Factors
1. Same cultural background	Different cultural and/or economic backgrounds
2. Your parents were happily married	Parents were unhappy or divorced
3. You get along well with your parents	You've had much conflict with your family
4. Your parents disciplined you mildly but firmly	You were given little or no discipline or very harsh punishments
5. You had a happy childhood	Your childhood was unhappy
6. You are usually a happy person	You are often moody and unhappy
7. You are emotionally mature	You are emotionally immature
8. You are ready to forgive	You hold grudges
9. You are responsible	You are irresponsible
10.You are honest and trustworthy	You sometimes lie and can't always be trusted
11. You are a loving, giving person	You are self-centered and withdrawn
12. You feel your friend is easy to love	Your friend is often very unlovable
13. You are satisfied with the amount of affection your friend shows toward you	You are not satisfied with the amount of affection your friend shows toward you
14. Your marriage will be based on mature love	Your marriage will be based on infatuation
15. You are marrying for love	You are marrying to get out of the house, for money, because all your friends are and you don't want to be left out, or for some other reason
16. You are not being pressured into marriage	A pregnancy forces the marriage

Favorable Factors	Unfavorable Factors
17. You are anxious to marry as soon as possible	You wish you could wait awhile longer
18. Your parents talked to you about sex, openly and naturally	Sex was always hushed up; a forbidden topic
19. You are not afraid of sex	Sex frightens you
20. Your parents approve of your friend	Your parents disapprove of your friend
21. You and your friend both have several other friends	You and your friend are loners without many other friends
22. You both have about the same amount of education	One of you has quite a bit more schooling than the other.
23. You are about the same age	One of you is several years older than the other
24. You are 23 years of age or older	You are under the age of 20
25. You have dated over a year	You have known each other for only a short time
26. You agree on most things	You quarrel frequently
27. You have a good relationship with your future in-laws	You have a poor relationship with your future in-laws
28. You can talk with your friend about anything	There are some things the two of you can't talk about
29. Your friend is appreciative of you	Your friend is often critical of you
30. You are satisfied with your friend as he/she is	After marriage, you hope to change some things about him/her
31. Neither of you drinks too much	One or both of you sometimes drinks too much or too often
32. You think and talk about similar things	Your minds are seldom on the same track
33. You like to do the same things	You argue over how to spend your free time
34. You are religious	One or both of you do not practice any religion
35. You share the same religious faith	You are of different faiths
36. You agree on whether or not you want children someday	One of you want to have children. The other one doesn't.
37. You agree about family planning	You disagree about family planning
38. You both feel a loving home life is of major importance	One of you does not consider it important
39. You share the same values	Your values are different

	Favorable Factors	**Unfavorable Factors**
40.	You share common goals	You want different things out of life
41.	You will be financially independent	You will be financially dependent on parents or someone else
42.	You can accept living with the amount of money you or your spouse is likely to earn	You will be unhappy unless you have more money
43.	You feel sure that this is the person you want to marry	You sometimes doubt if he/she is the right partner for you
44.	You bring out the best in each other	You bring out the worst in each other
45.	Having a happy, successful marriage is very important to you and you are willing to work at it and make sacrifices for it	You have the attitude that "if it doesn't work out you can always get a divorce"

* *

Rate your chances for marital success according to the number of circles you made in the left-hand column.

35-45	Congratulations: Your prospects for happiness are excellent!
25-35	Looks good!
20-25	Could go either way.
10-20	The relationship doesn't appear too promising.
10 or less	Think a long time before entering this marriage. The odds are stacked against you!

PREGNANCY.....

Pregnancy

The process of pregnancy is a miraculous and interesting part of human nature. Pregnancy begins when a mature male sperm fertilizes a mature female egg(ovum). A pregnancy begins at the exact moment of conception. Very simply, a woman who is pregnant is going to have a baby if all proceeds normally.

Signs of Pregnancy

The following are among the early symptoms of pregnancy.

- A missed menstrual period. This is usually the first sign of pregnancy, especially for women with regular periods.
- Unusual tiredness. New demands made on the body cause weariness.
- Swelling and tenderness in the breasts. These glands are preparing to provide food for the newborn infant.
- Frequent urination. Pressure on the bladder from the enlarging uterus causes this change.
- Nausea. In spite of being called "morning sickness," nausea can occur at any time. It rarely lasts longer than three or four months. Less than half of all women suffer from a queasy stomach during pregnancy.
- Sudden preference or dislike for particular foods or odors.

Notice that these same symptoms can develop for a reason other than pregnancy. In such cases check with your doctor for urine and blood tests. Although pregnancy test kits are easy to use at home, their results are not always reliable. It's best to check with a physician.

9 Steps to a Healthy Pregnancy

1. First step is to see your Dr. Keep all appointments.
2. 2 and 2 equal 4 glasses of milk each day.
3. 3 meals a day, and more, eat a variety of foods to get all the nutrients you need.
4. 4 or more servings from the bread & cereal group.
5. Feel Alive! Exercise your usual sports if they don't overtire you or cause you to fall.
6. Picks! two servings of meat, fowl, or fish and two of vegetable protein.
7. Safeguards: Avoid cigarettes, alcohol, drugs, fatigue, stress, infection, x-rays, people who are ill and do not empty a cat's litter box because of toxoplasmosis.
8. Weight! Gain at least 25 lbs. Don't diet now! See your doctor if you gain weight suddenly.
9. To feel fine! At least 4 servings daily of vegetables and fruit.

Matters To Be Discussed with the Doctor

The Anticipated Arrival Time of the Baby. Although doctors cannot tell exactly when a baby will arrive, the following method is used to get a rough idea: Count back three calendar months from the first day of the last menstrual period and add seven days.

Medical Checkups. When and how often the doctor wants to check the woman's and baby's progress during pregnancy should be discussed at the first examination. Checkups are made more often as pregnancy goes on.

The Cost of Prenatal Care and Childbirth. Costs vary greatly from community to community. Private doctors have higher rates than doctors in a clinic. Most health insurance policies cover at least part of these expenses.

Health Care during Pregnancy. After a complete physical examination, the doctor will prescribe a diet suited to the woman's needs and will specify the amount of rest and exercise she should have. Sometimes vitamins and calcium are also prescribed to supplement the diet. The doctor might suggest periodic checkups with a dentist.

Medicines during Pregnancy. Most doctors warn against taking any medicine during pregnancy without their knowledge and consent. If the woman is used to taking medicine, such as laxatives, aspirin, or tranquilizers, this should be reported to the doctor.

Telephone Consultations. When and where the doctor can be reached if any problems arise should be discussed at the first visit.

Choice of Pediatrician. Most doctors who take care of childbirth cases turn over the care of the baby to a pediatrician. If the mother-to-be does not know a pediatrician, her doctor can usually recommend one.

When Work Should Be Given Up. If the woman has a job, the doctor should be consulted about how long it will be safe and wise for her to go on wirking. This will depend partly on the kind of work she does and partly on her physical condition.

Circumcision. If parents want a boy baby to be circumcised, this should be told to the doctor so that the circumcision can be done before the baby is taken home from the hospital.

Appendix B

DAILY FOOD NEEDS OF THE PREGNANT ADOLESCENT*

Food Group	Servings for the Pregnant Adolescent
Milk and milk products	5 servings
Meat, eggs and legumes	2 servings
Fruits and vegetables	
Vitamin A Source+	1 serving
Vitamin C Source++	2 servings+++
Other	1-2 servings
Whole grain or enriched bread and cereal	4-6 servings
Other foods	To meet calorie needs

+e.g., broccoli, carrots, sweet potatoes, pumpkin, dark greens, apricots, cantaloupe

++e.g., broccoli, dark greens, tomatoes, strawberries, melons, citrus fruits, turnips, sweet potatoes, potatoes (baked or boiled), green peppers, asparagus

+++Adapted to meet 1980 RDA

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* Caldwell, Mariel. "Nutrition in Adolescent Pregnancy." Illinois Teacher of Home Economics. 21(4):204-210. March/April 1978.

TRY ME

I'M FUN

TEENAGE PREGNANCY AND BIRTH DEFECTS

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F A S S E M I D F O H C R A M Z Q U I E
K W A T E R D I E T N U T R I T I O N R
J P D C I D E A T H S K N C T E M B O A
V R Q E R V M G A A E N B A F E M A I C
D E A F K T S N L G J A E X R N A B T L
B M V E H P O G A M R M L E E S T Y A A
W A L D R U G S L J E E A T T G U Z N T
N T V Y H C K I C E P L S L H N R D I A
E U R T T L A S O R Y Z K K B I E E C N
R R E I W F P C H E C K U P S K O M C E
A E S L O R R T O Q T E E T H O R R A R
C Z E I R U B E L L A O L C A M G O V P
L T A R G I V B S Y P H I L I S A F G N
A H R E R T E J Y T W E I G H T N L R M
T G C T I S N X N Q R H A B I T S A A O
A I H S E P I L D M B E Z C K F C M I Q
N S K N P J C T R E T A R D A T I O N E
E R E D W L C R O Z X R A Y S L P E R H
R G S T R E A T M E N T W D A G W A U Q
P T M B X T V G E S I C R E X E C H I O
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baby
birth
care
checkups
deaf
deaths
defects
diagnosis
diet nutrition
drugs
exercise
FAS
Fetal Alcohol Syndrome
fruits
genes
grain
growth

habits
health
heart
immature organs
IQ
malformed
March of Dimes
meat
milk
premature
prenantal care (2)
Rh
research
rest
retardation
risks
Rubella

salt
sight
smoking
sterility
syphilis
teens (2)
teeth
treatment
vaccination
vaccine
VD
water
weight
X-rays

Michele Marzahn
Tulare Chapter

HEALTHY BABIES CHANCE OR CHOICE

Adolescent pregnancy affects all of us: the premature mother and her baby, the family stability that is growing national concern, and our society which every day must deal with the health, education, and economic reprecussions of the problem. Pregnancy is a very special time. An adventure lies ahead that will bring about changes in body and in your life during the next nine months. It is important for you and for the health and wee-being of your baby that you take proper care of yourself during pregnancy. The following factors can have a major role in the health of you baby:

1. DIET- Your baby lives on what you eat. It has to depend on you. Eating properly is a necessity-it will allow you to have a more comfortable pregnancy, deliver a healthier baby and be ready with a good supply of milk if you choose to breast feed.

Eating a variety of good food each day is the best way to make certain you both are getting all the nutrients needed. This helps your own health and provides the baby with the protein, calories, vitamins, and minerals it needs for growth and development. It is best to eat THREE meals a day. When it comes to seasoning food, there is no need to change your habits during pregnancy unless you have a condition that requires it. Moderate use of salt is necessary for you and your unborn baby.

Drink several glasses of water each day. Water helps your baby and you body use the nutrients you get from food and it also carries waste from your bodies. It also helps regulate body temperature.

2. SMOKING- Smoking is harmful at any time in life, but especailly during pregnancy. If you smoke, now is the perfect time to quit. Mothers who smoke have a greater chance of miscarriage or still birth. It's about twice the chance of women who don't smoke. The ealier in pregnancy that you stop smoking, the more you can reduce those risks. Mothers who smoke heavily tend to have low-birthweight babies.

3. ALCOHOL- When you are pregnant; your unborn baby receives nourishment from you. What you eat, he eats. What you drink, he drinks. A pregnant woman who drinks heavily risks having a child with birth defects. Children of alcoholic mothers are at risk of "Fetal Alcohol Syndrome" (FAS), a pattern of physical and mental defects.

*TAKEN from The Pepper Press, Families and
[illegible]

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FETAL ALCHOL SYNDROME

What is Fetal Alcohol Syndrome? FAS is a pattern of physical and mental birth defects that are the direct result of the mother's drinking alcohol while pregnant.

There are about 1,000,000 alcholic child bearing women in the United States. Evidence has shown that chronic alcoholism does cause birth defects.

Alcohol is a drug that gets into every part of the body: blodd, bones, brain, lungs, and the eyes; yes even the unborn baby. The more you drink, the more the baby gets.

It is estimated that 50% jof alcoholic people in the United States are women. Yet only 20% of those seek treatment for this illness are women.

FAS babies are abnormally small at birth, especially in head size. Unlike many newborns who are too small, few of these children catch up to normal growth. Most of them have small brains and show some amount of mental retardation. Many are jittery and poorly coordinated. They have short attentioon spans and behavioral problems. Their mental problems may not improve with age.

FAS babies usually have narrow eyes and short upturned noses. Some have heart defects, which may require surgery.

About ONE out of every 750 babies born has FAS! That's a lot of damaged babies. We don't realize how common FAS is because we don't hear about it as much as other birth defects. We haven't known about FAS for very long.

ALCOHOL IS CONSIDERED A DRUG!
(Thanks to Melissa Jessen from Tulare Chapter for some of this information.)

a pregnant
woman
cannot
drink
alone
fas
Fetal
Alcohol
Syndrome

★Taken from The Pepper Press, Families and Futu

Kinds of Births

Normal or Spontaneous. The baby emerges from the mother's body head first.

Breech. The baby's buttocks or legs come out first, followed by the trunk and then the head. There is usually a need to use instruments. The mother needs heavy medication.

Transverse. The baby's body lies crosswise in the uterus. Unless the position can be changed, the baby must be brought into the world with instruments. The mother needs heavy medication.

Instrument. When the baby is too large to pass through the mother's birth canal, or when the position of the baby makes normal birth impossible, the baby must be brought into the world by the use of instruments.

Caesarean Section. When normal childbirth might be difficult, doctors may decide to operate on the mother. Her abdomen and uterus are cut open to bring the baby into the world. Julius Caesar is supposed to have been born this way.

Precipitate. The birth is very speedy. There is no need for the use of instruments or time to medicate the mother.

At birth the baby is at last ready to survive outside the mother's body. Here's what happens during birth:

- Labor is the physical process by which a baby is born. Muscle contractions cause the baby to move out of the mother's body.

* During the first stage of labor, the cervix widens so the baby can pass from the uterus.

* Contractions move the baby along the birth canal in the second stage.

* Birth is complete when the baby emerges and the umbilical cord is cut.

* The final stage of labor comes after the birth, when the afterbirth is pushed from the mother's body.

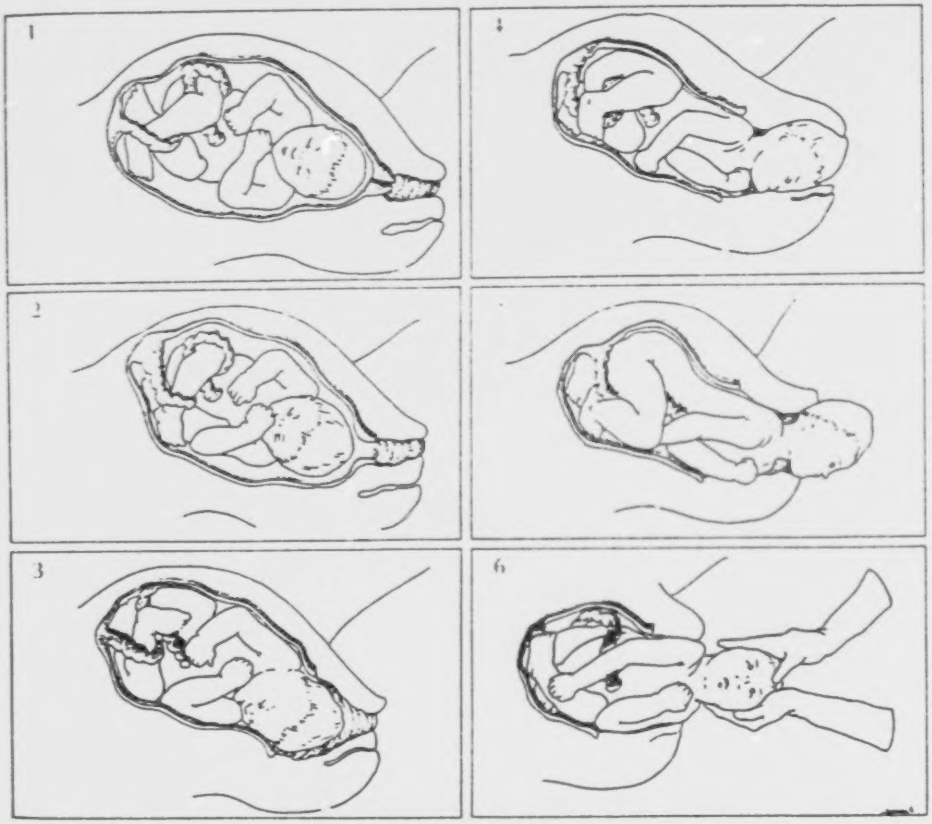
* There are two ways to relieve pain during labor. Medications such as anesthetics may be given to the mother, or "natural" methods may be used. The father plays an important role in natural childbirth.

* If the baby cannot pass through the mother's body in the usual way, the baby may be delivered by a Caesarean section operation.

* Following birth, the newborn is cleaned and tested for possible defects.

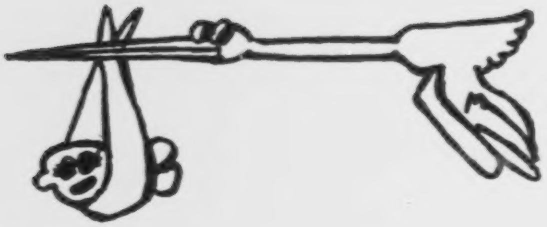
The Newborn's Journey Into the World

1. The head of the baby must first drop into position to make its way through the birth canal.
2. Once the head is in position, the baby's body flexes and begins to move down the birth canal.
3. As the baby moves lower in the canal, his body begins to rotate.
4. It completes the rotation and begins to extend.
5. The body completes the extension as the head emerges through the vagina.
6. Once the head is clear, the baby rotates once more. After the shoulders, the rest of the body slides out.



Source: WILLIAMS OBSTETRICS, 16th edition, by Jack A. Pritchard and Paul C. MacDonald (New York: Appleton-Century-Crofts, 1980).

PARENTING



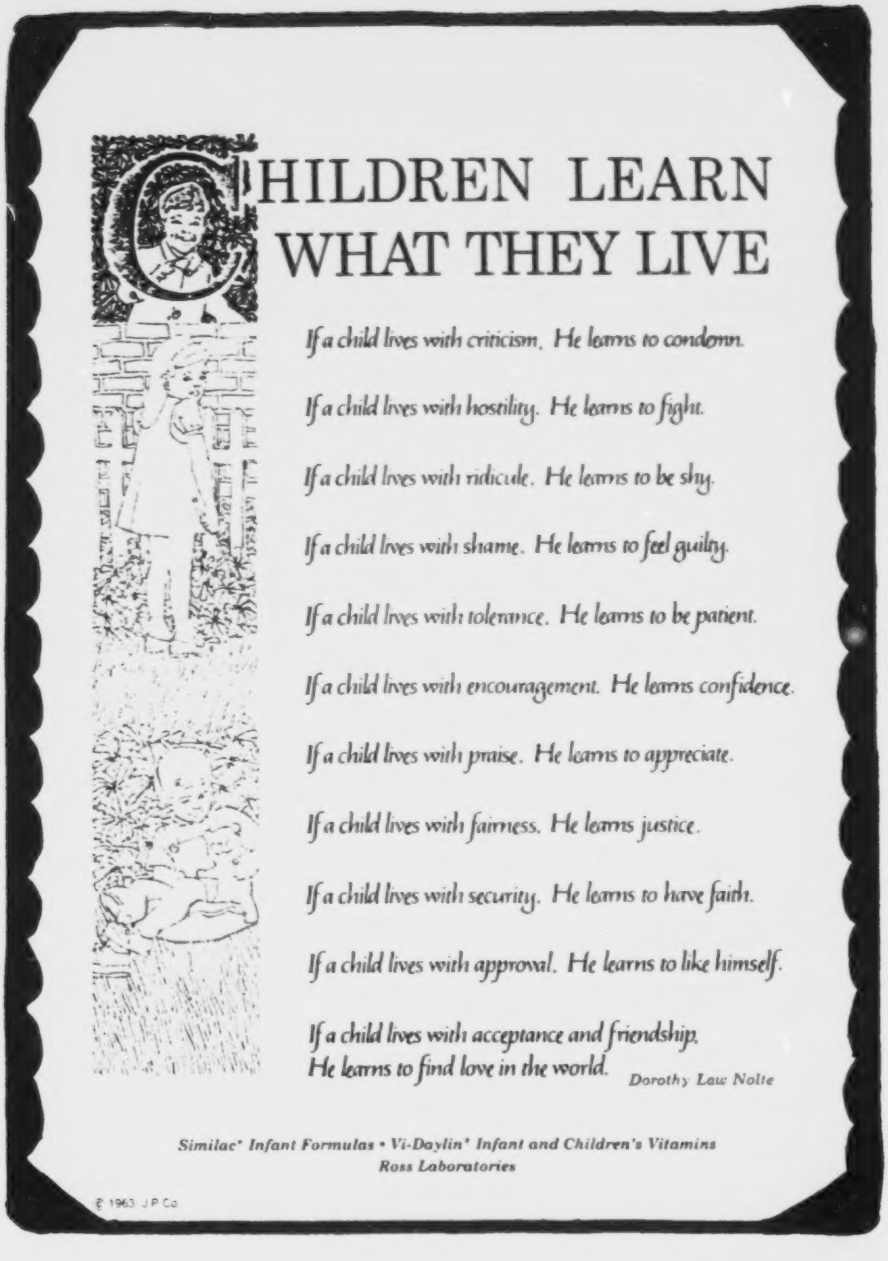
Legal Obligations of a Parent

According to law, a child is entitled to "full support" from his or her parents until the "age of majority," which is eighteen in most states. This support may include the necessary physical care and affection. Parental actions that endanger the child's physical, moral, or mental well-being are considered child abuse or neglect, a criminal offense in most states.

In some states parents maintain the right to:

- Discipline the child, train the child morally as they see fit.
- Control and manage a minor child's earnings and property.
- Have the child bear the parents' family name.
- Be supported by an adult child. (States, however, consider this to be a moral right and do not enforce it as a legal one.)
- Prevent the adoption of the child without the parents' consent.

Overall, family law is aimed at helping - not directing - the family in nurturing and controlling its own children. In the view of Aristotle, an ancient Greek philosopher, that job could not be done as well by any unit of society other than the family.



CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism, He learns to condemn.

If a child lives with hostility. He learns to fight.

If a child lives with ridicule. He learns to be shy.

If a child lives with shame. He learns to feel guilty.

If a child lives with tolerance. He learns to be patient.

If a child lives with encouragement. He learns confidence.

If a child lives with praise. He learns to appreciate.

If a child lives with fairness. He learns justice.

If a child lives with security. He learns to have faith.

If a child lives with approval. He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

Dorothy Law Nolte

Similac® Infant Formulas • Vi-Daylin® Infant and Children's Vitamins
Ross Laboratories

© 1963 J.P.Co.

Caring for Baby

Food, rest, and love keep babies content for the first few months.

Food does more than just nourish the infant's body. It also helps a child build warm ties with parents and other caregivers. Formulas may range from soybean liquid to camel's milk. Since this supplies most of the nutrients needed in the first two years of life, the baby's first food must be chosen with care. Breast-fed babies need a vitamin D supplement added to their diet by the second or third month. For good health, babies also require vitamin C early in life. Because the body lacks this important nutrient, it must be supplied every day, beginning in the second month. Fresh, frozen, or canned citrus fruit juice can be used to supply the necessary vitamin C. Iron should also be added to a baby's diet early in infancy. Strained fruits and vegetables or cereals may be introduced from four to six months of age. By the time the baby is six months old, some "table foods" can be added to the diet.

Children vary in their sleep needs from birth. While some newborns doze most of the time, others average only fourteen to sixteen hours a day. It is easy to understand why active babies need more rest than quiet, passive infants. All newborns sleep after each feeding. This pattern lasts for several months. Infants sleep best on their stomach, with face to the side, though positions may vary. By six months, most babies sleep twelve hours a night and take a nap in the morning and afternoon. Good sleep habits promote both health and well-being. Children who don't sleep enough become cranky, short-tempered, and more likely to get ill.

Clothing needs for infants and children vary with the stages of growth and development and the activities appropriate to each. The following general rules apply:

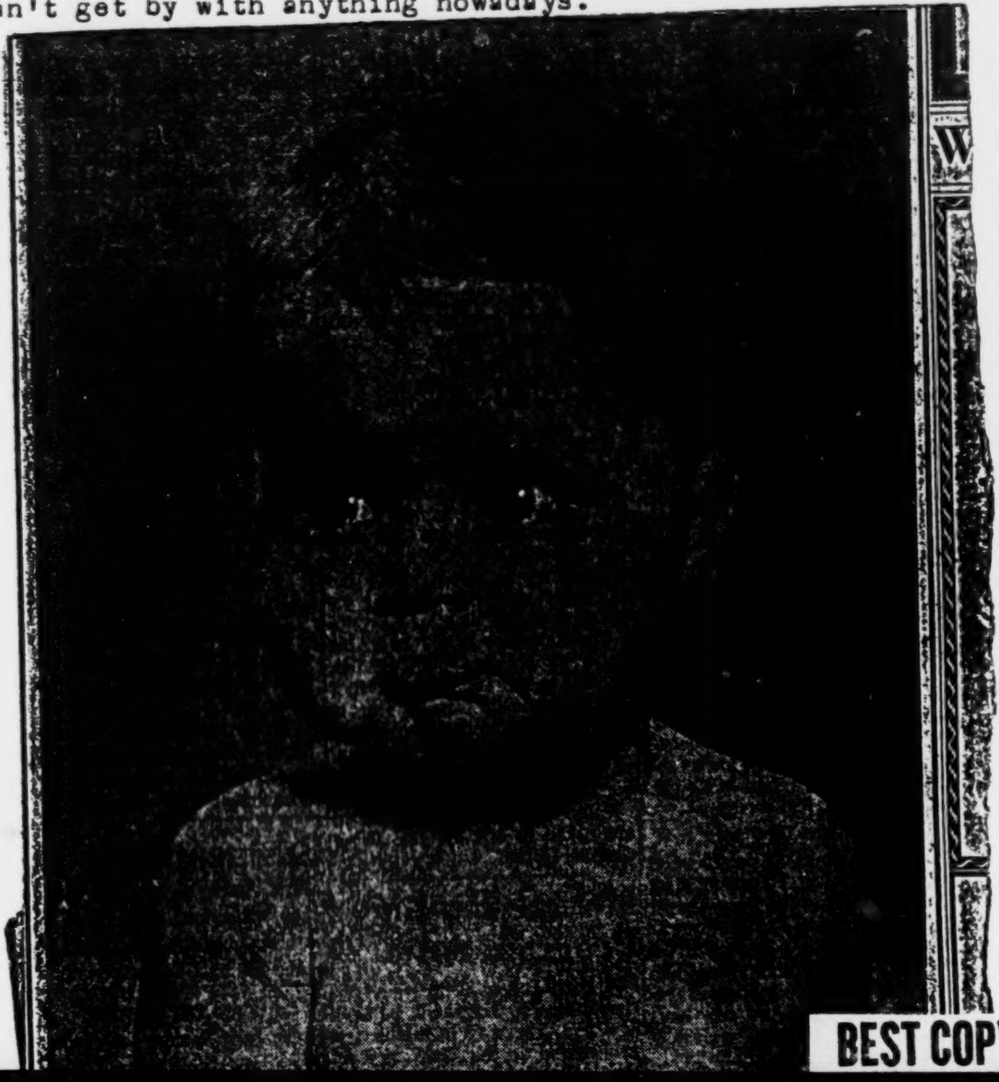
- At every age, children's clothing should provide freedom of movement and allow for rapid growth.
- Indoors or out, garments should protect according to current temperature levels.
- Wardrobes for youngsters should be safe, comfortable and easily cleaned.

A baby's first medical checkup occurs within hours after birth. The doctor examines and evaluates the newborn for everything from the number of toes to the sound of the cry. About six weeks after birth, babies should receive a second check-up. As children grow, they need fewer checkups. The physician can spot weaknesses and problems in early stages. Vaccinations and shots protect against a number of childhood diseases. Seven in number, they include tetanus, diphtheria, whooping cough, polio, measles, rubulla (German measles), and mumps. Each disease is serious enough to kill. Newborns enter their world with temporary protection or immunity. Because doctors are not sure how long this immunity lasts, most begin giving shots in the second month.

Baby's Point of View

" There she goes again. That makes the third time today that she has clobbered my hands. Why doesn't she have a little heart? I think she must have gotten up on the wrong side of the bed this morning. It all started at breakfast. Just becouse I politely slapped my hand down in my cereal, she politely cleaned it and clobbered it. Boy, did that ever smart! Well, that was the end of breakfast becouse I got angry and wouldn't eat and just when I did get in the mood to eat, yeh you're right, she got angry and wouldn't feed me.

Well, I had just recovered from that ordeal and had settled down to my stuffed animals in the play pen when I cought it again. All I was trying to do was feed my milk to my monkey. I couldn't help it if the cap came off of the bottle. Boy, what a mess. I sure did soak that monkey in milk. And now I'm right back in the same boat. She should know better than to put me on the floor where I can get to all of those potted plants. She knows how I love to make mud pies. Well, I did, and then she did! A fellow just can't get by with anything nowadays.



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Suggested Schedule for Babies

Birth to Six Months

6:00 to 6:30 A.M.	Feeding
6:30 to 9:30	Sleep
9:30 to 10:00	Exercise and bath
10:00 to 10:30	Feeding
10:30 to 1:30 P.M.	Sleep (outdoors when possible)
1:30 to 2:00	Playtime, alone
2:00 to 2:30	Feeding
2:30 to 5:00	Sleep (outdoors when possible)
5:00 to 5:30	Playtime, alone
5:30 to 6:00	Exercise and play
6:00 to 6:30	Feeding and preparation for bed
6:30 to 10:00	Sleep
10:00 to 10:30	Feeding
10:30 P.M. to 6:00 A.M.	Sleep

Six Months to One Year

7:00 to 7:30 A.M.	Breakfast
7:30 to 7:45	Preparation for morning nap
7:45 to 9:30	Sleep
9:30 to 10:30	Bath, exercise, and orange juice
10:30 to 12:00	Play in crib or playpen
12:00 to 12:30 P.M.	Dinner
3:00 to 5:00	Fruit juice, ride in carriage or stroller or play indoors
5:00 to 5:30	Exercise and play
5:30 to 6:00	Supper and preparation for bed
6:00 P.M. to 7:00 A.M.	Sleep

Average Physical Abilities From Birth to Twelve Months

One Month

Gazes at bright objects briefly.
Lifts chin when placed on stomach at two or three weeks.
Lifts chest when placed on stomach at five or six weeks.

Two Months

Stares at interesting objects.
Lifts chest well above surface when placed on stomach.

Three to Four Months

Recognizes caregivers' faces.
Reaches for objects, but unsteadily.
Holds head up steadily.
Rolls from side to back or back to side.
Closes hand on objects that touch hand.
Has complete head control when sitting on lap.
Holds head erect when carried.
Regards objects intently.

Five to Six Months

Sits alone briefly.
Reaches and grasps successfully, but awkwardly.
Turns completely over when laid on back or stomach.
Inspects objects in hand attentively.
Prefers to sit up with support.
Uses hands to reach, grasp, crumble, bang, and splash.

Seven to Eight Months

Reaches for spoon.
Pulls self up in playpen.
Sits up steadily.
Crawls or propels self by arms, knees, or squirming motion-backward, forward, and sideways.
Eats with fingers.
Plays at length with one or two items.
Creeps at eight to ten months.

Nine to Ten Months

Walks when led.
Reaches for and manipulates objects with good control.
Picks up tiny objects as well as larger ones.
Stands holding on to furniture or other supports.
More skillful with spoon.
Grasp is refined.

Eleven to Twelve Months

Fits blocks or boxes inside each other.
"Pulls" and manipulates everything within reach.
Walks around objects easily.
Stands alone.
May be walking alone.
Holds and drinks from a cup.
Shows preference for one hand over the other.

Suggested Ages for Introducing New Foods

Orange Juice. Between 1 and 3 months of age, the baby should be given a small amount, diluted with water. Gradually more is given and the water left out.

Cereal. Between 1 and 4 months of age, precooked cereal is mixed with formula and given in small amounts. Gradually more cereal is given, and milk takes the place of the formula.

Fruits. As soon as the baby becomes used to cereals, stewed fruits and mashed ripe bananas can be introduced into the diet. Later, a piece of peeled apple or pear can be given to the baby as a between-meal snack.

Vegetables. A week or two after fruits are introduced into the diet, strained vegetables, mixed with the formula, can be given.

Meat. Between 2 and 6 months of age, strained meat, mixed with the formula or milk, can be given. Later, the meat can be chopped into small pieces. Meat soups, made with barley, rice, or pureed vegetables, can be introduced at the same time as meat.

Potatoes, Noodles, and Rice. When soft and in small pieces, they can be given from 6 months of age on.

Eggs. When the baby is 4 to 6 months old, the sieved yolk of a hard-boiled egg can be put on meat or vegetables. By 9 months, a whole egg, soft-boiled or scrambled, can be given.

Puddings. As interest in milk gets less, puddings made of milk can add to the milk in the diet.

Fish. Between 10 and 12 months of age, boiled or broiled fish with all bones removed can be given.

Finger Foods. As soon as teething begins, toast or zwieback can be given to encourage biting and chewing.

Sample Meals for Babies

6 to 12 Months

Breakfast. Orange juice; cereal; egg yolk; milk.

Dinner. Meat or meat soup; sieved vegetable; pudding or gelatin dessert; milk.

Supper. Cereal; potato, noodles, or rice; stewed fruit or pudding made with milk and egg; milk.

Between Meals. Fruit or tomato juice; toast or zwieback with butter or margarine.

12 Months to 2 Years

Breakfast. Orange juice; cereal; whole egg; toast; milk.

Dinner. Meat, fish, or meat soup; potato, rice, or noodles; vegetable; stewed fruit, pudding, or both; milk.

Supper. Cereal; fruit or pudding made with egg; milk.

Between Meals. Fruit or tomato juice; piece of fresh apple, pear, or banana; toast or zwieback with butter or margarine.

WHEN TO CALL YOUR DOCTOR

Every mother experiences moments when her baby is not feeling well. Sometimes it is difficult to decide when your baby's symptoms are severe enough to call your doctor. Here are some guidelines to follow:

Behavior changes --

- * Excessive crying: crying much more than usual with a change in color and appearance.
- * Unusual irritability: crying combined with an unusually high degree of irritability.
- * Changed sleeping patterns: excessive drowsiness or unusually poor sleep patterns with waking and crying periods.
- * Appetite: loss of appetite and continuous refusal to take food.
- * Movement: listlessness, restlessness, and thrashing about.

Physical changes --

- * Elevated temperature: When your baby has a temperature of 101°F. or more (98.6°F. is considered normal), she may have a fever (although babies often run a high temperature simply as a result of lots of activity).
- * Skin changes: When your baby has a flushed face, has hot or dry skin, is perspiring, or if she is pale and listless, she may be sick even though her temperature is normal.
- * Repeated vomiting: Your baby throws up most of her feedings.
- * Diarrhea: Your baby has stools that are watery or contain pus or blood, with loose, frequent bowel movements.
- * Inflammation or discharge from the eyes: Although some babies develop a mild inflammation of the eye because of a blocked tear duct, redness or pus can be a sign of a problem.
- * Congestion: Coughing, severe hoarseness, or a stuffy nose that causes difficulty in breathing can be an important sign.
- * Convulsions: If your baby has a relatively high fever, she may experience convulsions. Although frightening, they are seldom dangerous and are usually over in a few minutes. Call your doctor immediately.
- * Pain: When your baby cries in a high-pitched tone and is inconsolable, call your doctor.

Remember that when your baby is sick, she needs not only your physical help, but your sympathy, tenderness, and love.

SUPPORT AND CHILD CARE SERVICES

Phone Numbers All Single Parents Should Have . . . .

Metcalfe County Health Department	432-3214
Barren River Area Comprehensive Care	432-4951 or 432-7155
Bureau for Social Services	432-2711
Bureau of Manpower Services (Employment office)	651-2121
Metcalfe County Attorney	432-2882

Dr.'s in Edmonton

Dr. Lawerance P. Emberton M.D.	432-3461
Dr. Gary E. Hogan M.D. P.S.C.	432-4164 or 651-9126

Child Support Regional Office

Hardin County Regional Office
P.O. Box 189
50 Public Square
Elizabethtown, KY 42701
(502) 765-7174

Day Care Centers and Preschools for Children

The purpose of day care centers are different from those of preschools. Young children are sent to a day care center because there is no one to take care of them at home. Children usually attend preschools to gain companionship with other children and to learn to adjust to people outside the home.

DAY CARE - Day Care Centers can be thought of as second homes for children. The caretakers can be thought of as substitute parents. Children go to the centers from early morning until early evening five days a week. They are usually taken there each morning as parents are on their way to work. Parents trust the caretakers at the center with the child. The child's basic physical and psychological needs are taken care of by people other than parents.

PRESCHOOLS - Nursery schools and kindergartens are preschools. In general, children from 2 through 4 years of age go to nursery school and 5 year olds go to kindergarten. Usually, children go to preschools for only a few hours in the morning or afternoon.

What Parents Should Think About When Choosing Day Care Centers

Is the center licensed and regularly checked by government authorities?

What is the cost for each child?

How old is the child? Are there other children the same age for companionship?

Is the center near enough to the parents' place of work so it could be quickly reached in an emergency?

Is it well equipped for activities?

Do those who manage and work at the center like their jobs? Do they act as though their task is just to baby-sit, or do they encourage the physical and psychological development of the children?

Are there enough teachers and aides to give each child individual attention?

Is there careful supervision of all children at all times?

Is the food well prepared, of good quality, and suited to the age of the children?

Is the environment relaxed and happy? Or do the children seem bored and irritable?

Day Nurseries and Child Care in Area

Infant Stimulation Program for Exceptional Children
901 Columbia Ave. Glasgow, Ky. 651-8378

Faith Christian Academy
Columbia Ave. Glasgow, Ky. 651-2281

Gingerbread House
606 Cleveland Ave. Glasgow, Ky. 651-6002

Kiddie Land Day Care Center
Shirley Street, Edmonton, Ky. 432-2273

Community Montessori School
Glasgow, Ky. 651-9440

FUTURE

The Glasgow Daily Times, Friday, August 22, 1986,

Ann Landers

Syndicated Columnist

Dear Ann Landers: With all the media coverage on "welfare reform" these days, I'd like to put in my nickel's worth.

My $5,000-a-year salary wasn't nearly enough to support a child, so the welfare department enrolled me in WIN, a self-improvement program. They sent me to business college, paid my tuition, provided me with supplies, and gave me a small monthly stipend to live on. I graduated with a 3.98 grade average and have quadrupled my previous earning ability.

I am now a homeowner with a nice car (paid for), nice furniture (paid for), and nice clothes (paid for). Welfare reform really works.

If the welfare department would give America's single mothers marketable skills instead of just handing them a check every month, the recipients could improve their standard of living and learn what it is like to have dignity and self-esteem. Everyone would benefit. Especially the taxpayer. Please tell them. – I Could Be Anyone

Dear I Could Be Anyone: I have but they don't listen. It has long been my contention that the vast majority of people would rather work than sponge and for every welfare cheat there are 1,000 people who want a job and can't find one or aren't qualified. WAKE UP OUT THERE! Train these people and quit handing them money.

Educational Alternatives

College - People attend college to get a general education and/or to prepare for a career in a professional, technical, or managerial field such as teaching, engineering or certain areas of business. You can attend college during the daytime or in the evening. Programs offering evening study are often called schools of general studies, colleges of continuing education, or university extension divisions.

Colleges in this Area
Western Kentucky University, Bowling Green, Ky.*
Linsey Wilson College, Columbia, Ky.*

Community and Junior College - Community and junior colleges generally have two types of programs. One is a two-year course preparing you to transfer to a four-year college. The other is a two-year terminal course leading to careers in fields such as electronics, auto and diesel mechanics, drafting, and technical laboratory work.

Community and Junior Colleges in this Area
Bowling Green Junior College, Bowling Green Ky.*

Vocational and Technical School - In most high schools, students can pursue vocational and technical education. These programs prepare students for careers in fields such as auto mechanics, office work, agriculture, electronics, cosmetology, and occupations related to home economics, such as food services, child care work, and clothing services. The types of programs offered often depend on local labor needs and opportunities. Sometimes classroom learning is combined with work-study programs that give students experience at work places outside the school. Adults and young people not enrolled in secondary schools can receive vocational training in public schools. Adult education programs, usually held in the evenings, offer inexpensive vocational courses.

Vocational and Technical Schools in Area
Barren County Area Vocational School, Glasgow, Ky.
Monroe County Vocational School, Tompkinsville, Ky.
Bowling Green Area Vocational School, Gowling Green, Ky.
P.J.'s School of Cosmetology, Glasgow, Ky.
Glasgow School for Practical Nurses, Glasgow, Ky.

Financial aid is available for those who qualify through Student loans and Grants. For more information on these contact Mrs. Mildred Jean Sparks, Metcalfe Co. High School Guidance Counselor (432-2481).

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* Also have offices located in Glasgow.

EMPLOYABILITY SKILLS

Employer Expectations

An employer hires a worker to contribute skill or effort on the job. Employers must produce goods or services at a profit in order to stay in business. Workers must help in that effort or they are not worth their pay. Most employers look for nine basic traits in the workers they hire. These traits are: basic skills, cooperation, loyalty, integrity, motivation, initiative, performance, communication, and appropriate appearance.

Basic skills. Most jobs require some basic skills. The more basic work skills you have, the better chance you stand of getting the job you want.

Cooperation. Being able to work with others for the good of the company.

Loyalty. Means having pride in the firm and respecting it and its products or services. Considering the interests of the company as well as your own is part of being loyal.

Integrity. Many employers consider integrity - honesty and truthfulness - to be essential traits in a worker. All workers make mistakes. However, being honest about the mistakes you make is the mark of a good worker.

Motivation. Simply means that you want to do the job. It is a desire to take action and accept challenge.

Initiative. Being able to work on your own. Good workers

Applying for a Job

Letter of Application. In your letter, you introduce yourself, explain why you are writing, and describe your general qualifications, and employment preferences. The letter should be typed on plain white paper of good quality. It should follow a standard business style for placement of date, address, closing, signature and other parts. The first paragraph should explain why you are writing. In the middle paragraph, list your qualifications for the position - your education, work experience, and other activities that relate to the job you are seeking. In the last paragraph, ask for a spcific response. Keep the letter brief - usually one typed page.

Resume'. A resume' is a detailed summary of facts about you. It tells a prospective employer who you are and what you've done. Resume's are used mostly when applying for positions in professional, technical, managerial, clerical, and some service occupations.

Interviews. Employers talk to you because they are interested in finding out more about you. Prepare for the interview. Review the skills and other qualities you have to offer. Find out about the company and products it makes and/or services it offers. Learn something about the position you're applying for. Be ready to answer questions such as these:

* Why did you apply for a position with this company?

* What type of work do you like best? Why?

- What position are you applying for? What makes you think you can do this job?
- Do you plan to continue your education? If not, why not?
- What do you plan to be doing five years from now? What about ten years from now?
- Do you get along well with people? What kind of people do you find it difficult to work with?
- What jobs have you held? What did you learn from them?
- What do you know about our business?
- What salary do you expect?

The following tips can be helpful to you in preparing for an interview:

- Know exactly where the interview is to take place.
- Arrive a few minutes early. If there is a receptionist, tell this person your name and why you are there.
- Go to the interview alone. When you bring your family or friends, it looks as if you can't function well on your own. If others must come with you, have them wait outside or out of sight.
- Wear appropriate clothing.
- Be positive. Be interested and enthusiastic about the position.
- Don't fidget or play with your hands.
- Give complete answers to questions.
- Be prepared to answer questions about your past record, especially poor attendance, being fired or conflicts with former employers.
- Let the interviewer bring up the subject of pay.
- Thank the interviewer.

Applications. Most employers rely heavily on the information you provide on their application blanks. Complete the blanks carefully. Neatness, accuracy, and good spelling and grammar are important. Incorrect information may ruin your

-S-T-R-E-S-S-

S-T-R-E-S-S

The teen years are overloaded with choices and changes. This is a particularly stressful time marked by profound psychological and physical changes. When you add the responsibilities of parenting to this already stressful time, coping can become very difficult if not impossible. It will help if you know the signals of stress to better cope with it. If you feel you need help in coping there is help available[*].

SIGNALS OF STRESS

Physical

* Increased heart rate-pounding
* Elevated blood pressure; sweaty palms
* Tight chest; headache; diarrhea
* Tight neck or back muscles
* Trembling, tics, or twitching
* Stuttering
* Nausea and/or vomiting
* Difficulty sleeping; tiredness
* Being accident prone
* Shallow breathing; nervous laughter
* Frequent minor illnesses
* Dry mouth or throat

Emotional

* Being irritable; lowered self-esteem
* Angry outbursts; depression; jealousy
* Suspiciousness; restlessness; withdrawal
* Feelings of unreality and overalertness
* Lack of interest, tendency to cry
* Being less involved with others
* Being self-critical
* Nightmares

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[*] Barren River Comprehensive Care 432-4951 or 432-7155

10/9

PROGRESS REPORT

KENTUCKY DIVORCE AND LEGAL SEPARATION LAWS

ANGELA TAYLOR, PROJECT DIRECTOR

NORTHERN KENTUCKY UNIVERSITY

1233 540 DDEF

0408 V24 G2800

JULY - SEPTEMBER, 1987

ABSTRACT

The primary goal of this grant is to develop a teacher guide and task assignment sheets relating to Kentucky Domestic Relations Law. Over the past six years the Kentucky Bureau of Vocational Education has provided funding for single parents/homemakers to participate in job readiness programs. Part of these job readiness programs involve personal development of the participants. It is important that this population possess awareness concerning the legal ramifications of their life situations. The teacher guide and task assignment sheets will aid project directors in accurately disseminating information to project participants.

MAJOR ACTIVITIES

During the past three months the project has been organized, which has involved hiring an attorney as consultant and preparation of the budget. The realm of information concerning Kentucky Domestic Relations Law has been identified. The information will be presented in the form of a teacher's guide, task assignments, and a video recording. An advisory committee has been formed to give input as to the content of the materials. A survey of the proposed contents of the project has been submitted to the committee.

CHANGES

At this time there are no changes to report.

PRIMARY ACTIVITIES FOR THE NEXT THREE MONTHS

The next three months will be a time of intense creative activity. The results from the survey to the advisory committee will be studied and suggestions concerning content additions and changes will be incorporated into the plans for the teacher guide, task assignment sheets, and the video. The teacher guide will be written and the task assignment sheets will be designed. The video will be produced. Everything is being geared to begin field testing in January, 1988.

JUL 15 REC'D

Annual Report

Single Parent/Homemakers
(Type of Project)

Vocational Preparation for Single Parent/Homemakers
in Northern Kentucky
(Project Title)

Angela Taylor
(Project Director)

Northern Kentucky University
(Agency or Institution)

ReEntry Center - AH 225
(Address)

Highland Heights, KY 41076
(City, State, and Zip)

July 1, 1987 to June 30, 1988
(Reporting Period)

ANNUAL REPORT

BODY OF REPORT

Rationale

The major goal of this grant is to provide career guidance and eventual placement in academic or employment settings for single parents/homemakers who are in the midst of transition. Career alternatives may include the pursuance of employment, vocational or JTPA training, or college degree programs. The participants may participate in 45 hours of training through the Job workshop, which entails aptitude and interest testing and employability skills training. Participants may also take the Academic Refresher Course which provides 30 hours of training in Math, English, and Business Communication. Upon completion of the Job Workshop and Academic Refresher Course, participants may receive one-on-one counseling to finalize employment/training decisions.

Objectives

The main objective of this training is to increase the job marketablity of single parents/homemakers through job workshops. Specific training emphasis includes career resource information about non-traditional technical careers and other occupations in demand. Tuition stipends are also available for participants pursuing associate degrees, and participants are also given information concerning other educational opportunities in the area. Participants may also receive counseling if they are not emotionally prepared to meet the demands of daily work. Career counseling is available if they need immediate employment and a workshop is not available.

Activities and Accomplishments

There were 89 participants served during the 1987-88 fiscal year. The placement rate of 73% is further explained in the following table.

Employed	NKU Students	Vocational School	JTPA Training	Other Training	Searching for Employment
45	10	2	4	4	23

It should be noted that 69 participants were served directly through Job Workshops, and 20 additional participants were served through one-on-one counseling. Often these participants receiving one-on-one counseling needed employment counseling, but a Job Workshop was not scheduled at that specific time. These participants were given employment counseling and employability skills training. They were then assisted with job placement.

There were also 21 participants served through the Academic Refresher Course. These participants had previously completed the Job Workshop, and then continued training in Academic Refresher which entailed 30 hours of training in Math, English, and Business Communication. The participants were given pre-tests to determine their strengths and weaknesses in these areas. Emphasis was placed on mastering fundamental skills with extensive practice exercises and then expanding those skills with new learning activities.

The fourth Job Workshop was completed on June 14, and now the participants are involved in the job search process. There were eight participants in the final workshop, and four have been placed.

Continual individual counseling has been provided during the last three months for those participants who were not placed. Many of the participants attended an information session at the local vocational school and some have registered for fall classes which will begin the first week of August.

On June 30, the ReEntry Center hosted Graduation exercises for all participants who were served this past year. Those participants who acquired employment received career achievement awards and participants seeking further educational training received scholastic awards. There were approximately 150 people in attendance, and many participants brought family and friends for the celebration.

There were five women who received NKU scholarships this year and we have worked with these women extensively to prepare them for the lack of funding for the next academic year. There are some success stories to report.

Two of the women will complete their associate degrees in August. One of the two graduates, Linda Todd, has received full-time employment with United Way which will begin immediately after her graduation. The other graduate will begin a management training program with a fast food chain restaurant.

A third NKU student has obtained employment and will not be returning to school. The other two NKU students received over 3.5 grade points and will be using funding from Financial Aid to continue their educations in the fall.

It should be noted that workplace information regarding traditional, non-traditional, and new and emerging careers is disseminated through various methods. Many speakers are invited to the Job Workshops to provide information concerning their employment after attending the Job Workshop during a prior year. These past participants are able to share information about their job search and their current duties. Employers are also invited to speak to the classes about job expectations and employment opportunities. Finally, representatives from various schools in the area are invited to address the groups to explain training opportunities.

After participants have completed interest and aptitude tests, extensive career information is provided concerning non-traditional and new and emerging occupations through career handouts and additional career resource materials.

Another added resource to our program this year has entailed the information disseminated from our second grant, Kentucky Divorce Laws. This information has been very helpful to the participants, and the help of our peer counselor for divorce issues, Carol Young, has been invaluable.

In conclusion, we operated the program on fewer dollars this year and by mid-year we had depleted our child care and travel resources for Job Workshop participants. We were, however, able to save enough of these funds for the five NKU students. We exceeded our initial goal of serving 80 participants by serving 89 people and our placement record of 73% is based on women who decided to enter the labor force or go back to school for further education before returning to work. Both of these groups of participants received the help they needed to make career decisions which resulted in active movement toward their employment goals.

With many sincere thanks we extend our appreciation for the funding to provide the services to single parents/homemakers in this eight county area. We look forward to providing the same caliber of service in the coming year.

Owensboro Displaced Homemaker Program
Mary Mitchell Center
2641 South Griffith Avenue
Owensboro, KY 42301

Vocational Education
Single Parent/Displaced Homemaker Program
ANNUAL REPORT
July 1, 1987 - June 30, 1988

Dr. Cheryl D. King, Director

Grant #0521-88-24

RATIONALE

The Owensboro Displaced Homemaker Program continues its tradition of helping single parents/displaced homemakers sustain themselves and their families by entering the workforce. Barriers of age, sex, lack of work experience, low self esteem, low educational attainment and little knowledge of the work environment affect the single parent/ displaced homemaker's ability to enter the workforce. Many of these women have spent years working in the home for their families or they have typically worked in low skilled, low paying jobs. Realizing that these barriers exist, the Owensboro Displaced Homemaker Program strives to provide training opportunities that addresses these special needs.

OBJECTIVES

The primary objective of the Owensboro Displaced Homemaker Program is to help single parents/displaced homemakers gain control of their lives by developing skills needed to secure a job, start a career, and become independent and self-sufficient. This objective is achieved through a curriculum that includes orientation to the "world of work", classroom training, personal and career counseling, vocational exploration, GED preparation, remedial and basic skills classes, and work experience programs combined with a strong emphasis on personal awareness and improvement.

ACTIVITIES AND ACCOMPLISHMENTS

Approximately two hundred persons applied for the training slots in FY 87-88. Following an intitial contact with the Displaced Homemaker Program, prospective clients completed an extensive questionnaire, and were interviewed by Displaced Homemaker Program staff. Clients were then referred to the Department for Employment Services for a G.A.T.B. test and determination of eligibility when appropriate. Upon completion of the screening process, 27 participants were chosen for the fall class (Phase I) and 40 were chosen for the spring class (Phase II).

Two week orientation sessions were held for each phase. Phase I orientation was conducted August 31 - September 11, 1987 and Phase II orientation was held February 1 - 12, 1988. Clients participated in group counseling sessions, job search training and introduction to the world of work. (Orientation Outlines are attached to this report.) Orientation classes were held in the Displaced Homemaker classroom at the Owensboro Board of Education Central Office building.

Each participant received extensive testing during orientation. Tests included the T.A.B.E. (Test of Adult Basic Education), the Career Assessment Interest Inventory. (Copies of the T.A.B.E. scores are enclosed with this report.) These tests provided valuable information in helping clients identify the appropriate classroom training situation and in developing the classroom curriculum. Test results indicated that ten participants scored below 10th grade level on the T.A.B.E. test overall and 21 scored below 10th grade level on math. Strong emphasis was placed on basic skills development in the classroom curriculum.

After completion of the orientation, a class in basic skills (remedial reading, spelling, vocabulary and math), telephone usage, filing, payroll calculation, typing and word processing was offered three hours per day for twelve weeks (curriculums attached). Participants worked very diligently to increase their grade level scores in reading and math as well as learning clerical skills. In addition to those clients participating in the basic skills class, nine participants were enrolled in Vocational School classes, one in Adult Education Classes through the Owensboro Board of Education, and one at Owensboro Community College.

Vocational funds were used to provided orientation, classroom training, child care, transportation, work experience and job search skills for 22 participants. Eight participants have successfully completed their job search and are now employed. Nine participants plan to continue their education. Five are registered for fall classes at the Vocational School and four are registered at various colleges.

In addition to the 22 vocational participants, child care and transportation provided by Vocational Education funds enabled fifteen women to participate in training who otherwise would not have had the opportunity to do so.

Of the 67 total participants enrolled in FY 88-89, 32 have found employment. A Job Club has been formed that meets each Monday morning at the Displaced Homemaker Center. Job Club provides staff assistance and group support to participants as they continue their job search. Although the Green River Area Region continues to experience high unemployment, plant closings and layoffs, it is anticipated that several more participants will soon find employment.

A variety of services including resume development, job hunt skills, job opportunities, and career counseling were provided to many clients who were not formally enrolled in the program. Information and referral services to vocational school, community college, Adult Learning Center, Vocational Rehabilitation, Department of Employment Services and other appropriate agencies were also provided.

The Displaced Homemaker Program participated in the Job Fair conducted by the Vocational Education Office at the Owensboro Vocational School in August, 1988. The Job Fair provided an opportunity to inform prospective clients and other agency representatives of the services available through the Displaced Homemaker program.

Program brochures were available along with a display showing the services provided by the program. Several people expressed an interest in the program and contacted the Center to learn more about the Displaced Homemaker Program.

RESULTS AND CONCLUSIONS

Sixty-six of the 67 participants successfully completed the 1987-88 Displaced Homemaker Program. Participants in the Displaced Homemaker classroom training were given a post T.A.B.E. test. Results of this test indicate an average improvement of two grade levels. Thirty-two participants have completed their job search and are now employed. Thirteen have made a decision to continue their education and are registered for fall classes. Seven participants are registered at either the Daviess County Vocational School or the Owensboro Vocation School. Three are registered at the Owensboro Community College, two at Western Kentucky University (one graduate student) and one at the University of Florida.

An evaluation of the 1987-88 program results indicate that the program objectives have been successfully achieved. The continued support and assistance provided by Vocational Education has and will continue to enable the Owensboro Displaced Homemaker Program to help single parents/ displaced homemakers in the Green River Area Development District gain control of their lives by developing skills needed to secure a job, start a career, and become independent and self-sufficient.

DISPLACED HOMEMAKER CENTER
JTPA PROGRAM ORIENTATION

Week One: August 31 - September 4, 1987

Monday, August 31	Introduction Group Get Together Activities Welcome - Program Supervisor Dr. Duane Miller, Special Asst. for Support Services, Owensboro Public Schools Program Overview - Cheryl King Handouts and general discussion "Who Are You?" Project Career Assessment Classroom Session Preference Sheet
Tuesday, September 1	Dr. Billy Chandler, Assoc. Supt. Owensboro Public Schools "Who Are You?" Continued Mini-Workshop: Self-Esteem (Susie) Handouts and general discussion
Wednesday, September 2	Dr. J. Frank Yeager, Superintendent Owensboro Public Schools Film: "Who Remembers Mama?" "Who Are You?" Continued Mini Workshop: Task Time Management (Bonna) Handouts and general discussion
Thursday, September 3	Tape--"Displaced Homemakers in Ky." (8:45 a.m.) "Who Are You?" Continued Mini Workshops: Values Goals & Decision Making (Ruth Ann) Job Hunting Handbook
Friday, September 4	"Who Are You?" Conclusion Conclude Goals & Decision Making Job Hunting Handbook Handouts and general discussion

DISPLACED HOMEMAKER CENTER

JTPA PROGRAM ORIENTATION

Week Two: September 7 - 11, 1987

Monday, September 7	Labor Day
Tuesday, September 8 9:00 a.m.	"Interviewing and Employee Selection" Diana Feltner, Personnel Manager Lincoln Service Corporation
10:30 a.m.	"What It Takes to Get a Job Today" Joe Lowe, Program Manager WVJS Radio Station
	Topic: Resumes Handouts and general discussion Job Hunting Handbook Handouts and general discussion
Wednesday, September 9 9:00 a.m.	Mark Maddox, Personnel Manager Ragu'
	Topic: Applications Job Hunting Handbook Handouts and general discussion
Thursday, September 10 9:00 a.m.	Sara Simms, Personnel Manager Citizens State Bank
	Topic [illegible] Interviews Job Hunting Handbook Handouts and general discussion
Friday, September 11 8:30 a.m.	Becky O'Bryan, Department of Employment Services - explanation G.A.T.B. and B.O.L.T. scores
10:30 a.m.	Mini Workshop: "Creating a Wardrobe" - Martha Lee, County Extension Agent & Debbie Troop, Program Assistant (former participant)
	Job Hunting Handbook Follow-up and discussion Orientation Evaluation Pot Luck Luncheon

DISPLACED HOMEMAKER CENTER
JTPA PROGRAM ORIENTATION

Week One: February 1 - February 5, 1988

Monday, February 1	Introduction Group Activities Welcome - Program Supervisor Dr. Duane Miller, Special Asst. for Support Services, Owensboro Public Schools Program Overview - Cheryl King Handouts and general discussion "Who Are You?" Project Career Assessment Classroom Session Preference Sheet Program paperwork
Tuesday, February 2	Film: "Who Remembers Mama?" "Who Are You?" Continued Mini-Workshop: Self-Esteem/Self-Assessment Handouts and general discussion
Wednesday, February 3	"Who Are You?" Continued Self-Esteem/Self-Assessment Cont'd Speaker: Edie Crane, Director of Marketing, Hocker & Associates Handouts and general discussion
Thursday, February 4	"Who Are You?" Continued Mini Workshop: Goals & Decision Making Job Hunting Handbook
Friday, February 5	"Who Are You?" Conclusion Conclude Goals & Decision Making Speaker: Perry Alvey, Personnel Manager, Ken-Tron Manufacturing Speaker: Neil Augustus, Personnel Director, Green River Comprehensive Care Job Hunting Handbook Handouts and general discussion

DISPLACED HOMEMAKER CENTER
JTPA PROGRAM ORIENTATION

Week Two: February 8 - 12, 1988

Monday, February 8	Speaker: Dr. Billy Chandler, Assoc. Supt., Owensboro Public Schools Speaker: Joe Lowe, Program Director WVJS "Effectively Presenting Yourself" Applications Job Hunting Handbook
Tuesday, February 9	Speaker: Larry Holtz, Director of Human Resources, MPD Interviewing Handouts and general discussion Job Hunting Handbook
Wednesday, February 10	Speaker: Dr. Fred Reeves, Principal, Owensboro Junior High "The American Work Ethic" Resumes Job Hunting Handbook Handouts and general discussion
Thursday, February 11	Speaker: Lynn Heady, Director of Adult & Community Education, Owensboro Public Schools "Creating a Working Wardrobe" Job Hunting Handbook Employability Skills Conclusion Handouts and general discussion
Friday, February 12	Speaker: Becky O'Bryan, Department of Employment Services explanation of G.A.T.B. scores Film: "Rosie the Riveter" Follow-up and discussion Orientation Evaluation Pot Luck Luncheon

DISPLACED HOMEMAKER PROGRAM
Classroom Curriculum
1987-88

1. Typing
    - A. Basic Skills
    - B. Intermediate skills
    - C. Timed writings
    - D. Practice sets

2. Telephone Usage
    - A. Manners
    - B. Speaking Voice
    - C. Use of teletrainer and practice conversations

3. Filing
    - A. Basic alphabetic rules
    - B. Practice

4. Basic Match
    - A. Review percents, fractions, and general math problems
    - B. Workbook

5. Basic English
    - A. Capitalization
    - B. Punctuation
    - C. Spelling
    - D. Possessives
    - E. Parts of speech

6. Payroll
    - A. Practice set

7. Electronic Calculators
    - A. Workbook

8. Computers
    - A. Displaywrite 2

9. Impromptu speaking

10. Writing Literacy
    - A. Journal writing
    - B. Written book reports
    - C. Workbook

JTPA T.A.B.E. SCORES PRE-TEST
Spring, 1988

	READING			MATHEMATICS			LANGUAGE			Total	
Name	Voc.	Comp.	Total	Compu	Appl	Total	Mech	Expr	Total	Batt	Spell
Jenny A.	9.5	10.4	9.8	8.4	8.6	8.5	12.5	10.3	11.5	9.5	12.9+
Renee B.	12.9+	12.7	12.9+	6.5	8.2	7.2	9.0	8.2	8.5	9.5	10.4
Linda B.	21	26	22	7.5	7.0	7.4	6.2	9.6	8.5	8.2	12.9+
Kathy B.	12.9+	12.9+	12.9+	12.9+	10.3	12.9+	6.2	12.9+	12.9+	--	12.9+
Jenny C(h)	12.3	12.9+	12.9+	7.3	7.4	7.4	9.8	9.6	9.6	9.2	10.4
Linda C.	12.9+	12.9+	12.9+	10.6	9.3	9.5	12.9+	12.9+	12.9+	12.9+	12.9+
Phyllis D.	12.9+	12.9+	12.9+	12.9+	12.9+	12.9+	12.9+	12.9+	12.9+	12.9+	12.9+
Ann G.	12.9+	11.1	12.9+	6.7	9.6	7.9	12.9+	8.6	10.0	10.0	12.9+
Karen H.	8.0	10.4	8.8	11.1	7.1	8.9	5.1	9.1	7.6	8.0	10.4
Cynthia H.	12.9+	11.1	12.9+	8.8	12.9+	12.7	12.9+	12.9+	12.9+	12.9+	12.9+
Connie H.	--	--	9.1	--	--	6.1	--	--	7.1	--	--
Lynn J.	5.5	6.8	6.1	7.3	5.6	6.6	3.4	7.7	5.0	6.0	7.1
Debra L.	9.5	8.4	9.0	5.8	6.4	6.1	5.5	7.7	6.2	7.1	12.9+
Marlane L.	--	--	12.9	--	--	9.2	--	--	12.9	--	--
Marie M.	12.9+	12.9+	12.9+	8.6	9.6	9.1	9.0	9.6	9.4	10.3	12.9+
Valerie O.	12.9+	12.9+	12.9+	8.6	12.9+	12.9+	12.9+	12.9+	12.9+	12.9+	12.9+
Sheila R.	12.3	8.7	10.6	7.0	9.3	8.1	9.0	10.3	9.7	9.1	8.8
Debra S.	11.1	12.9+	12.9+	9.1	12.9+	12.9+	9.8	12.9+	12.9+	12.9+	12.9+
Patsy T.	12.9+	9.6	12.9+	7.9	8.2	8.1	12.9+	9.6	12.9+	10.7	10.4
Charlise	8.7	9.1	8.9	5.5	4.7	5.3	4.5	7.2	5.3	6.5	7.1
Kearron W.	12.9+	12.9+	12.9+	8.8	11.5	9.9	12.9+	12.9+	12.9+	12.9+	12.9+
Barbara W.	12.3	12.9+	12.9+	12.9+	9.6	12.9+	12.9+	[illegible]	[illegible]	[illegible]	[illegible]

Voc. Ed. T.A.B.E Scores
Spring, 1988
Pre-Test

	READING			MATHEMATICS			LANGUAGE			Total	
Name	Vocab	Comp.	Total	Compu	Appl	Total	Mech	Expr	Total	Batt	Spell
Mary C.	12.9+	12.7	12.9+	7.7	10.3	8.9	12.9+	12.9+	12.9+	12.9+	12.9+
Sandra C.	12.9+	12.9+	12.9+	7.0	8.9	7.9	9.8	10.3	10.0	9.6	8.8
Linda D.	--	--	9.8	--	--	7.3	--	--	--	--	--
Debra F.	12.9+	12.9+	12.9+	8.4	8.9	8.6	12.9+	12.9+	12.9+	12.9+	12.9+
Freda H.	12.9+	12.9+	12.9+	11.5	9.6	10.4	12.9+	12.9+	12.9+	12.9+	12.9+
Beverly L.	12.9+	12.9+	12.9+	12.9+	12.9+	12.9+	12.9+	12.9+	12.9+	12.9+	12.9+
Debbie Z.	12.9+	12.9+	12.9+	9.1	8.0	8.5	12.9+	12.9+	12.9+	12.9+	12.9+

JTPA T.A.B.E. SCORES POST-TEST
Spring, 1988

	Mathematics			Language		
Name	Computation	Concepts/Appl	Total	Mechanics	Expression	Total
Renee	7.3	8.9	8.1	12.5	8.6	9.6
Phyllis	12.9+	12.9+	12.9+	12.9+	12.9+	12.9+
Ann	8.4	9.3	8.9	12.9+	9.6	12.9+
Connie	5.5	7.4	6.4	5.1	7.9	6.1
Marlane	12.9+	10.3	12.9+	12.5	12.9+	12.9+
Marie	8.2	12.9	9.7	10.7	12.9+	12.3
Sheila	8.6	8.6	8.6	12.5	12.9+	12.9+
Patsy	12.9+	11.5	12.9+	12.9+	9.6	12.9+
Charlise	5.5	5.1	5.7	8.2	9.1	8.8
Kearron	12.9+	9.3	12.9+	12.9+	12.9+	12.9+
Barbara	12.9+	12.9+	12.9+	12.9+	12.9+	12.9+

Voc. Ed. T.A.B.E. Scores
Spring, 1988
Post-Test

	Mathematics			Language		
Name	Computation	Concepts/Appl	Total	Mechanics	Expression	Total
Linda D.	7.0	8.9	7.9	5.8	12.9+	9.2
Debra F.	12.9+	9.3	11.4	12.9+	12.9+	12.9+
Sandra	12.9+	12.9+	12.9+	12.9+	12.9+	12.9+
Debbie Z.	11.5	12.9+	12.9+	12.9+	12.9+	12.9+

FINAL PROGRESS REPORT

SINGLE PARENT/HOMEMAKER PROJECT

DAY CARE CENTER

CAROLYN S. MOUNCE
PROJECT DIRECTOR

PULASKI CO. HIGH SCHOOL
511 EAST UNIVERSITY DRIVE
SOMERSET, KENTUCKY 42501

RATIONALE: SAME

OBJECTIVES: SAME

ACTIVITIES/ACCOMPLISHMENTS:

We remain pleased with the day care center project and the fact that it was re-funded, however, are disappointed with a couple of factors that will affect next years operational plans. Firstly, the JTPA funds for which I had applied so that my teen parents would be able to get some work experience/incentive, and employability skills was not appropriated so, now I will have to look to other sources for these funds. Secondly, the amount of re-funding received was so small that it will barely pay the aide to care for the children in the day care center. I would like information, if you have any, as to where and how others are receiving the funds to allow them to carry out all the additional services that they reportedly are doing--I need to know if I am not tapping all the sources.

On the more positive side, we finished the year with three teen parents who are coming to school full time and are committed to finishing school and gaining employment skills. Two parents were coming to school half-heartedly but have promised me that thay will be back next semester. I have worked with the guidance counselor to help my teen parents select the best course of studies for their future plans and also to enroll the parents into a separate class so that I might have access to them daily -- to teach skills in parenting,child care and employability_ plus just being there for them.- so far we have nine (9) enrolled for the coming year.

The outside playground is not ready yet but we hope that it will be before school starts on August 15.

CHANGES:

Not sure yet what changes will have to be made because of funds, but a meeting is scheduled with the advisory board for next week -maybe they will be able to halp, or at least have some ideas. No other problems exist at this time.

JUL 13 REC'D

Quarterly Progress Report

Single Parent/Homemaker
(Type of Project)

Transitional Support Services Program
(Project Title)

Kay Spillman: Coordinator-Counselor
(Project Director)

Somerset Community College
(Agency or Institution)

808 Monticello Road
(Address)

Somerset, Kentucky 42501
(City, State, and Zip)

April 1, 1988 to June 30, 1988
(Reporting Period)

Somerset Community College
University of Kentucky

808 Monticello Road Somerset, Kentucky 42501 Phone (606) 679-8501

Grants Office

Rationale

During the last four years the Transitional Support Services Program at Somerset Community College has assisted single parents and displaced homemakers with advancement of their educational levels and re-entry into the workforce. Self-esteem building, career counseling and testing, employability skills training, short-term skills training and networking are the chief components of our programs. Approximately 95% of our program participants are below the poverty level and have undeveloped or underdeveloped job skills. However, these single parent/homemakers are motivated to change thwir lifestyles and become self-sufficient through being gainfully employed. Through personal counseling and educational programs, this goal becomes a reality.

Program Objective

The main objective of the Transitional Support Services Program is to provide career development for single parent/homemakers. Services provided by our staff include career testing and skills assessments, employability skills training, classroom training, personal and financial counseling, support services and job placement assistance.

Activities/ Accomplishments

Career guidance, personal counseling, referral services, and classroom training has been provided for 150 participants from July 1, 1987 to June 30, 1988.

58 Support Group Counseling at Somerset Community College
40 Support Group Counseling at Somerset State Vocational Technical School
47 Attended Orientation Programs: August, October, March
30 Referrals and Inquiries
46 College Students (41 completions and 6 were graduates)
16 Vocational School Students (14 retentions and 2 were graduates)
1 Beauty School Student
5 GED recipients of GED Certificates
13 GED students
35 Job Placements
17 DRE 140 College Credit: Study Skills/Orientation
19 CMS 120 College Credit: Employability Skills Seminar
5 CPR Class for Continuing Education Credit
17 Math Tutoring Services
4 Work-Study(Internships)
11 Childcare Services
10 Travel Assistance
17 Tuition Assistance
23 JTPA Enrolled
3 Computer Literacy Class

Plans for 1988-89: July 1-June 30

1. We plan to serve at least 90 Single Parents/Homemakers with career development and support services through a Vo-Ed SP/H Grant.
2. We plan to provide a "Dealing With Math Anxiety" program with funds through a Sex Equity Vo-Ed Grant.
3. We plan to develop a film script for teen parents with funds through a Vo-Ed SP/H Grant.
4. We plan to assist the Department for Social Insurance with support services suitable for food stamp recipients to become self-sufficient.
5. We will seek alternative funding to expand the Transitional Support Services Program due to a 48% cut in funds from current funding sources.

Program Changes for Fourth Quarter

1. Minor budget revisions in the Vo-Ed budget were made.
2. Loss of two program staff:

   Shirlee Stephenson will be a Revenue Officer with the IRS in Northern Kentucky. Her position as Instructor with the TSS program ended June 30 due to cuts in the JTPA budget.

   Glenna Smith has left her position as Counselor-Technician with the TSS program to become the Director of the Pulaski Emergency Relief Ministry.
3. New Staff:
   Donna Fallahay fills the Counselor-Technician postion since June 13. She is a single parent and is enthusiastic about working with other single parents.

Budget Summary

Attachments

BUDGET 1987-88

43,000.00	Budgeted
42,479.61	Spent
520.39	Remaining Budget

Glenna Smith to head Emergency Relief Center

By MARY KISSEL
C-J Staff Writer

There will be a change at the top for the Pulaski Emergency Relief Ministry Center. Glenna Smith has been hired to replace executive director Bereda Weddle, who resigns her post as she awaits the arrival of a child in July.

The Rev. Tom Adams, president of the PERM board, said Smith will begin her new part-time duties next Monday. Smith is currently employed as a counselor with Somerset Community College's Transitional Support Services. The new director maintains she has an optimistic, enthusiastic outlook on life, although she admits she may not know what she is getting herself into. "It just seemed like a door opened," she said, expressing a desire to help people.

Smith plans to keep working part-time at the community college; however, she cited job insecurity as another reason for applying for the post. The SCC program has been partially supported by Job Training Partnership Act funds, but a staff position is expected to be eliminated when the college pulls out from JTPA projects administered by the Cumberlands Private Industry Council.

In announcing Weddle's resignation at last week's United Way of South Central Kentucky board meeting, Adams praised her for her efforts. Yesterday, he noted that she had done a good job handling the pressures that going along with such a position.

Weddle said she would miss working with the volunteers and the 17 local churches. Once her child is born, she hopes to obtain an elementary-education degree and become a teacher.

The change in leadership comes as the center looks for more money from the United Way. Adams noted that the center had asked for $20,000 from the UW, but received a $10,000 allocation after the UW added several new agencies and fell short of its campaign goal. Adams said the organization is requesting an additional $4,000 for the year, noting that the center recently expanded its hours from 10 a.m. to 4 p.m.

PERM receives most of the UW's $39,251 allocation of Federal Emergency Management Association funds. However, Adams noted that the funds are to be used only for rent, mortgage and utility payments, not for such client expenses as medicine and transportation, nor for the center's operating expenses.

Adams said one reason why they asked for additional monies was the expected extra burden caused by the end of the Salvation Army's association with United Way. However, the Salvation Army accepted the UW's invitation to re-submit a budget for the remainder of 1988, requesting $8,000. Adams said he didn't know how that action would affect PERM's request for additional funds.

Salvation Army unit service director Dave Peterson was not available for comment on the organization's request. No date has been set for the fund distribution committee's next meeting.

One UW agency, the Somerset-Pulaski County Community Hospice, received an early allocation of $2,875. Because of the urgency involved, the executive board was polled and approved the funding themselves. The hospice is still waiting to receive Medicare funds, but some funds are expected to come in through a June 17 community auction.

As member agencies vie for extra funds, UW campaign chairman George Joplin IV indicated that he is nearly finished selecting division leaders for this year's campaign. He told board members that several new events will be conducted to raise money for member agencies and reiterated his desire for early pledges.

2 The Commonwealth-Journal Sunday, June 5, 1988 Somerset, Kentucky

SCC offers free career workshop

Qualified single parents and homemakers are eligible to attend an "Orientation to the World of Work Seminar" during the month of August at Somerset Community College.

The workshop, which is free of cost, is approved by the Transitional Support Services Program at SCC and will assist single parents and homemakers with career selection and entry into the work force. Topics will include personal growth and development, career opportunities and employability skills.

Reservations for the seminar can be made by calling Kay Spillman at SCC, 679-8501, extension 232.

The deadline for application is June 30.

Transitional program still operational at SCC

CJ
5/17/88

The Transitional Support Services Program is alive and well at Somerset Community College, despite anticipated loss of Jobs Training Partnership Act funding.

Program coordinator Kay Spillman says the service, which assists single parents and homemakers to enter the job market or receive educational training, continues to operate and accept participants. Two-thirds of its funding is derived from state vocational education monies, while one-third is JTPA-backed.

SCC's pullout from JTPA projects administered by the Cumberlands Private Industry Council will result in the cutback of one of three staff persons, Spillman said, but the program will continue. She said efforts are being made to substitute other funds for the JTPA monies.

Since its inception in 1984, Transitional Support Services has assisted between 140 and 160 single parents or homemakers annually. Among the services offered through the program area personal and career counseling, personal development workshops, employability skills training and tutoring services.

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wealth-Journal

Senior students

Nall, 67, throws energy into her studies at SCC

By BETH KENDALL
C-J Staff Writer

"Father Time is going to have to overtake me. I'm not going to wait for him," declared 67-year-old Virginia L. Nall, a freshman at Somerset Community College.

Nall, who moved to Somerset in April 1987, enrolled for a history course that fall. "I love history," she said, "particularly ancient history. However, if I decide to go for a degree I will major in English." She has signed up for another class in history and one in Principles and Practices of Theatre being offered in the 1988 spring semester.

"Life is interesting and every day is a new possibility," said Nall, who retired in October 1986 after working for 25 years as a lab technician at McLean County General Hospital. Her work experience is as varied as her interests in life. "I've always liked to do everything," she said. "I've worked on a farm, in a light bulb factory as a welder and I helped my father 'shoot the coal' in his one-man coal mine. I had a little shovel and he had a big shovel. We used a little donkey to pull the coal cars."

Staff Photo by Ray Mobley

"Life is interesting and every day is a new possibility," according to Virginia L. Nall, a freshmen at Somerset Community College.

Edgar Allan Poe, Oliver Wendell Holmes, Bertrand Russell and Henry Wadsworth Longfellow are some of her favorite authors. "I love to read," she said, "and I enjoy music."

"I've always wanted a college education," Nall said, "and I would like to get back in the work force on a part-time basis." She is participating in the Transitional Support Services at the college, a program that helps students in this effort.

Kay Spillman, coordinator/counselor, said "this is a series of classes, about 60 hours, which involves career testing, employability skills training, interest and aptitude testing, personal development activites, resume writing and interviews plus job searches to see what is available for the older students."

This program is funded by the Carl Perkins Vocational Act and the Kentucky Job Training Partnership Act. The JTPA funds are distributed by the Cumberland Private Industry Council.

According to Spillman, about 5 percent of the students over 60 years of age are placed in jobs with hourly wages ranging from $3.35 up to $7. Most of the positions are in manufacturing, computers and business offices.

Nall and her husband, J.C., a retired farmer, have four children, five grandchildren and one great-grandchild. One daughter, Dr. Donna Nall, lives in Somerset, Anna lives in Island, Ky., a son, Michael, owns a cabinet

See NALL, Page 3

Staff Photo by Ray Mobley

Nall, who is retired after 25 years as a lab technician, says she will probably major in English if she decides to aim for a degree.

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CAMPUS IMAGES*

See next page

S.C.C. Faculty and Staff Newsletter

Volume 9, number 2 Spring 1988

Editor .... Sherry Crabtree
Publisher .... Priscilla Ziemba

A Product of S.C.C. Press

REGISTRATION

Would you believe that Spring Semester 1988 Registration went GREAT? The complaints we had were from students whose classes were cancelled or split or times changed without notification. As far as the computer was concerned, all went very well. The biggest problem was running out of disk space. Our hard disk allocation is much smaller than the other community colleges: we have 121 megabytes of space available to us, most of the other community colleges with computer registration capabilities have up to 712 megabytes. In order for us to operate as efficiently as we did, our files had to be compressed daily and we operated with fewer computers than were planned for. The reason for this is that every time a terminal is turned on, space is allocated for the program operation. To cut that space, we simply used less computers and therefore less space. To avoid this problem in the future and as our capabilities expand, the administration will need to decide upon and plan for the purchase of increased disk space. We have much to look forward to in the future as our system becomes more sophisticated and more efficient. Your support as faculty and staff and administrators in these endeavors is very much appreciated. We also welcome your suggestions.

To all those staff members who made themselves available during registration for data entry, we extend our heartfelt thanks. Also, thanks are extended to their supervisors for their support and willingness in letting their support staff assist with this important task. Honorable mention goes to Sherry Crabtree, Karen Feltner, Louise Bales, Virginia Sheppherd, Lura Janbakhsh, Pat McCoy, Jil Swearingen, Mabel Denny, and Judy Covey. Printer helpers were Richard Cornett (chief printer operator), Richard Gaskin, Glenna Smith and Shirlee Stephenson, plus anyone else who was available! Beverly Mikel was able to help for a day or two and assisted with getting a schedule of data entry and printer operators set up. Her assistance was greatly appreciated. Glenda Jones assisted with and did most of the off-campus data entry registrations. Many others helped in many ways. Space won't allow all the details. Be assured that no one's assistance was overlooked or unappreciated. All of us working together helped to make this Registration run very smoothly.

The System Manager, Najam Saeed, of course, was the mastermind of the whole thing--all of our efforts must come back to him. Without his expertise, it could not have been done!

FINANCIAL AID

Please remind and encourage each of your students to attend the Financial Aid Workshops which Joanne Story will conduct. All workshops will be located in Meece Hall, Room 13 from 3:00 to 4:00 on the following dates:

Thursday	February 11, 1988
Thursday	February 18, 1988
Tuesday	February 23, 1988

CONTINUING EDUCATION

A variety of classes are being offered this semester in Continuing Education. They include:

1. MLT Training--Urinalysis: Standard Methods & Case Studies. Monday, Feb. 22nd, 6:00-8:00 p.m.
2. Money Dynamics for Indiviual Financial Planning. Tuesdays, Feb. 23-March 29. 6:30-8:30 p.m.
3. Supervisory Management. Tuesdays, March 1-April 5. 6:00-8:00 p.m.
4. Beginning Photography. Thursdays, Feb. 25-March 31. 7:00-8:30 p.m.
5. Review for Ky. Real Estate Sales Persons Exam. Saturday, March 19th, 8:30 a.m.-5:00 p.m.
6. Interior Design. Tuesdays, Feb. 23-March 29. 7:00-9:00 p.m.

For information about any of these classes, contact the Continuing Education office at ext. 208.

PRINT SHOP

A reminder for any offices which have certificates that will need to be printed for this semester. Some of the administrative personnel at SCC have had changes in their title and this needs to be corrected on any certificates which you want printed. Dr. Carpenter is President of SCC, Dr. Cronan is the Dean of Academic Affairs, Larry Abbott is the Dean of Business Affairs, and Al Brown is the Dean of Student Affairs. Please try to have corrected certificates to Cil by the end of February for printing.

The bulk mail permit stamp may not be used for any mail except U.S. mail. Please make sure that you do not put items with the bulk mail permit stamp in the campus mail distribution or any other delivery except the U.S. mail.

NEW FACES

If you have noticed a new voice on the switchboard, it belongs to Barbara Anderson who replaces Lisa Daughtery in the Business Office. Barbara is a native of Pulaski County and attended SCC several years ago. Previously, she was employed as a telephone operator for G.T.E. for eleven years, until the traffic dept. was phased out. After that Barbara worked in the cash office at K-Mart. Her husband is a printer and photographer and is employed by Ceramichrome, Inc. in Stanford. They have two lovely daughters--Amanda, 7 and Megan, 17 months.

Kaye W. Stykes is working part-time with the GED program. She is very active in the Somerset Junior Woman's Club, United Way, Heart Association, Boy Scouts of America, Hopkins P.T.A. and the Cancer Society. Kaye is married to Jerome Stykes and they have a nine year old son Jarrod Christopher. Formerly from Casey County, Kaye has lived in Somerset for 15 years. Her hobbies include golf, tennis, walking and reading.

TIDBITS

Jo Blevins had a baby girl in January. Named Sydney Jo, she weighed 7 pounds and 14 ounces. She is the first child for Jo and Carter Blevins.

Beverly Mikels had a baby boy on January 28th. Named Jeremiah Trent, he joins an older brother, Jerrod.

Nancy Powell completed her Masters Degree in Art in Allied Health Education from Eastern Kentucky University in December 1987.

Pat Spaniol's oldest son, Frank, has been named assistant baseball coach at Morehead State University. Frank formerly played two seasons for the Eagles and most recently, has been working on a doctorate degree at Ole Miss.

[redacted]

[redacted]

Transitional Support Services has set college retention/academic success as a major goal for this year. Our retention rate is up from 50 percent to 88 percent for the fall semester. Thirty of our thirty-four students successfully completed their classwork. We would like to share our program with you and encourage you to refer single parents/homemakers to us for services.

1. Successful students were used as mentors to new students. Mentors assisted them with becoming familiar with how to use resources on campus and techniques for success in class. Being a role-model put pressure on the mentor to succeed also.
2. When possible we scheduled our students into the same classes. By using the "buddy system" they were able to study together and piece together inadequate class notes.
3. During the first week of classes, we offered several study skills seminars. This was a must, especially for the non-traditional students and G.E.D. graduates.
4. We provided math tutoring and writing assistance.
5. It seems single parents/homemakers experience more crises than traditional college students. We provided crisis counseling and weekly support group counseling.
6. A Vocational Education Special Grant made possible a book loan program specifically for single parents/homemakers. Frequently pell grant checks are not in before the first day of class. Success begins on the first day, and students feel more secure if they have their textbooks for the first class meeting.
7. Transitional Support Services is a link in the community networking system, and referrals to agencies in the community add to our expertise as counselors.
8. We encouraged our students to take light class loads. We emphasized quality not quantity as a measure of academic success.
9. Besides the ACT and CPP tests, we gave our students an aptitude test. Knowing the student's strengths assisted us with the advising process.

During the spring semester we will continue to add other techniques to this list. If you have tips we can try or if you have referrals, please call us.

WINNERS CIRCLE

The Winners Circle Program will be holding off-campus classes in Whitley City and in Albany this semester. Classes in Whitley City will be held at the Public Library, starting February 8th. They will meet from 10 a.m. until 4 p.m. for approximately three weeks. The classes in Albany will meet at the RECC building, starting February 15th. They will meet from 10 a.m. until 3 p.m. for one week and for two weeks in March. Classes are for high school dropouts age 16 to 22.

Services that will be offered in this program include job search assistance, job counseling, remedial education, GED Pre-Test, computer training, vocational exploration, parenting classes, "work ethic" workshops, employability skills training, personal and group counseling, and entrepreneural education. Also, remedial ASVAB training will be offered for any participants who are interested in entering the U.S. Military Service.

THEATER

Due to illness of the cast of Talley's Folley, production dates of the play have been postponed. Performances will be held on February 12, 13, 19 and 20 at 8 p.m. in Stoner Auditorium. Reservations can be made by calling the Writing Center at ext. 236.

Auditions for the Miracle Worker, SCC's spring production, will be held Monday, February 29th for the adult women's roles and on Tuesday, March 1st for the men's roles. Auditions begin at 7 p.m. in Stoner Auditorium. Anyone interested in auditioning for a role, but is unable to attend on the audition dates may make arrangements with Steve Cleberg for another date.

Virginia Shepperd has been reappointed for a second term to the Board of Trustees of the GED Foundation for Adult Education in Ky. These trustees have the responsibility for reviewing the funding and then monitoring these funds which have been donated by businesses and industries to provide free GED testing.

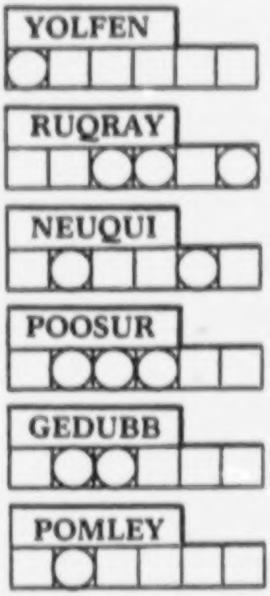
Kay Spillman and Shirlee Stephenson attended a conference of the Eastern Division of Single Parent Programs at Jenny Wiley State Park in Prestonsburg. Community College, vocational school and community-based programs came together to discuss new budget guidelines, past successes and current problems. Transitional Support Services of Somerset Community College was recognized as a leader in innovative services and was requested to send information to newly developing programs.

On January 27th, Al Brown underwent heart by-pass surgery at St. Joseph Hospital in Lexington. Al is at home now and recuperating nicely. We hope he has a speedy recovery!

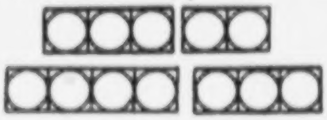
If you have a few minutes, drop by the Lobby of the LRC and see the current exhibit. The display contains a variety of mediums, from metal sculpture to pencil sketches. The pieces are the work of Eastern Kentucky University art students and will only be available for display here at SCC until March 15. The next exhibit will contain works by students at the University of Kentucky and in April there will be a stained glass exhibit.

Helping hand word game

Unscramble these six words, one letter to each square. Then put the circled letters in the squares below.



Sometimes when you need that helping hand, it seems there is only one place to find it . . . To learn where that is, print your circled answers in the appropriate squares below. Not surprisingly, that helping hand is at the:



STATEMENT OF NON-DISCRIMINATION
Somerset Community College offers equal opportunity in its employment, admissions and educational activities in compliance with Title IX, Section 504 of the Rehabilitation Act of 1973, and other civil rights Laws.

........YOUR FUTURE BEGINS

HERE...........

FOR MORE INFORMATION:

Transitional Support Services Program
Somerset Community College
808 Monticello Road
Somerset, KY 42501
(606) 679-8501, ext. 232

SOMERSET COMMUNITY COLLEGE IS AN EQUAL OPPORTUNITY EMPLOYER.

A PRODUCT OF SCC PRESS

Transitional Support Services Program
Somerset Community College
808 Monticello Road
Somerset, KY 42501

EDUCATIONAL AND CAREER OPPORTUNITIES

FOR

SINGLE PARENT/HOMEMAKERS

Somerset College
Community

SINGLE PARENT/HOMEMAKER

A displaced homemaker is a person who after working in the home for several years and depending upon the spouse for support, becomes "displaced" through divorce, separation, disability or death of spouse. Single parents may or may not be displaced homemakers, but they frequently face the same educational, economic, social and psychological problems. Single parent/homemakers need practical help in getting a job and emotional support in starting a new life.

ARE YOU...

Unemployed and looking for something better?

Need to find out more about yourself before you find a job?

Need to learn new skills, or expand your knowledge before you are ready?

Searching for others who are in a situation similar to yours with whom you can share concerns, frustrations, feelings?

THEN...

TRANSITIONAL SUPPORT SERVICES is the program for you!!!

PROGRAM SERVICES

COUNSELING: Counselors are available to discuss your personal, educational, or financial concerns.

ASSESSMENT: Interest, aptitude and personality surveys are given at no cost to single parent/homemakers who want to learn more about themselves before making career choices.

EDUCATIONAL & CAREER INFORMATION: Information concerning educational opportunities in vocational, technical, and academic areas is provided, and each single parent/homemaker is guided in selecting a program or plan of action.

CAMPUS & COMMUNITY REFERRAL: Single parent/homemakers are provided assistance in locating and securing additional support services such as child care, transportation and financial aid.

SHORT-TERM TRAINING: Short courses and seminars are offered in upgrade skills, self-improvement, and employability skills.

Contact:

Transitional Support Services
Somerset Community College
808 Monticello Road
Somerset, KY 42501

WORKSHOPS

Workshops are offered throughout the year to assist single parent/homemakers in developing both life and work skills. Other areas of concerns are presented as interest and need are expressed.

TOPICS INCLUDE...

Group Counseling

Study Skills

Job Club

Effective Parenting

Personal Decision Making

Stress Management

Assertiveness Skills

Communication Skills

Math and Language Skills

Time Management

PROGRAM FEE

Transitional Support Services is funded through Vocational Education.
All services are provided free.

Quarterly Progress Report

SEX EQUITY AND SINGLE PARENT HOMEMAKER
(Type of Project)

Teen Parent High School Project
(Project Title)

PAT Higginbotham Bill Wethington
(Project Director)

Campbellsville Independent/Taylor County Bds. of Education
(Agency or Institution)
136 So. Columbia Ave.
(Address)
Campbellsville, Ky. 42718
(City, State, and Zip)

April 16, to June 30, 1988
(Reporting Period)

RATIONALE

Eight girls finished this school year. Three graduated and four plan to return to the program next year. Three drop-outs also plan to re-enter the program next year.

Three babies stayed in the day-care center all year, one stayed one semester, and five stayed intermittently during the year.

OBJECTIVES

The main objective this quarter was to teach students how to live independently.

ACTIVITIES

1. Class instruction included an overview of many of the responsibilites and decisions that we must face when we become independent. (housing, insurance, transportation, management of time, money and energy, etc.)
2. A housing authority employee spoke to us concerning rules, regulations, and how to apply for public housing.
3. A Man Power Services employee informed us of services offered by that agency and assisted the girls in making application for the summer youth program.
4. A trip to a local used car lot was quite shocking to the girls, when they learned the prices of autos. The dealer explained what to look for in a good used car and how to possibly finance the cost.
5. We visited the Louisville Museum of Natural Science and History. An area within the museum called "Kidsport" is an excellant place for toddlers and preschoolers to enjoy.
6. We also visited the "Kentucky Show, which provided excellant examples of low-cost educational entertainment around the state.
7. Instructor has:
   a. spoke to an Adolescent Psychology Class for future teachers at Campbellsville College. The magnitude of the problem of Teen Pregnancy and how we are attempting to help was presented.
   b. taken one student to the doctor, 2 sick students home and another and her baby to the health office for well baby care.
   c. Provided resource materials for two students on abortion and sexual child abuse.
   d. attended the Male Single Parent and Single Parent workshops.
   e. taken a student to county attorney's office to inquire about possible child support.

Ms. Marsha Robertson, Project Director
Single Parent/Homemaker and Sex Equity
Department of Occupational Education
Louisville, Kentucky 40292

Quarterly and Final Progress Report

Type of Project
Teen Single Parent

Project Title
Project H.O.P.E.

Project Director
August J. Pisa

Agency
Trigg County Board of Education
P.O. Box 31
Cadiz, KY 42211

For the Period of April 1, 1988 - June 30, 1988
July 1, 1987 - June 30, 1988

RATIONALE

With Trigg County being ranked among the highest in the state with teenage pregnancies, there is a definite need to have a program in our school to help single parents and to expand our normal existing programs. Teen parents need to plan and complete their education in order to become productive citizens of our community. This program will help the students become a self-confident and self-sufficient member of our community through realization of tasks and things that are before them.

This program will also help our students obtain these objectives by offering students homebound instruction, tutoring instruction and child care services for the instructional needs of their child during this time period.

OBJECTIVES

The objectives of this program are as follows:

(1) Homebound Instruction

To provide quality instruction for the parents during the four to six weeks period after childbirth.

(2) Tutoring Instruction

To provide quality instruction for the parent upon their return to school.

(3) Childcare Services

To contract quality instructional childcare services for children when needed.

ACTIVITIES/ACCOMPLISHMENTS

During the third quarter of the year, the Trigg County project, Project HOPE has had some activity. A student has been served with homebound instruction by a homebound teacher in subject areas in which she had been falling behind while pregnant. At this time these are the only activities that have been accomplished. As of this time only $52.40 of the monies have been spent. This is the only activity that has been accomplished this year.

PLANS

We will continue to monitor and encourage support to students of this project with homebound instruction, tutorial services and child care instructional services for children when needed. At this time, no students are in need of these activities, therefore, that project is not functioning. It will function when needed.

CHANGES/PROGRAMATIC

For the 1988-89 school year, the project goals will be changed to encorporate a half-time aide to work directly with participants at school or at home during the school year.

RECOMMENDATIONS

At this time, there are no recommendations being made, but the project has been rewritten in a different form for new year's funding.

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506-0017

COLLEGE OF EDUCATION
VOCATIONAL EDUCATION
43 DICKEY HALL

Rec 5/31/88

May 27, 1988

Ms. Bettie Tipton
2030 Capital Plaza Tower
Frankfort, Kentucky 40601

Dear Bettie:

Enclosed are the following materials from the Single Parent/Homemaker Workshop held in Lexington on May 4-5, 1988.

-- Workshop Evaluation Report
-- List of participants with addresses
-- A copy of the program

I am submitting these materials as a final report for the project. If you have questions or need additional information, please let me know. A total of 77 participated in the workshop.

Bettie, I certainly enjoyed working with you and the people in Single Parent/Homemaker programs in Kentucky. Your fine attitude and cooperation were super.

Sincerely,

Charles W. Byers, Professor
Department of Vocational Education

CWB/pd

cc: Dr. Clayton Omvig

AN EQUAL OPPORTUNITY UNIVERSITY

SINGLE PARENT/HOMEMAKER WORKSHOP
May 4-5, 1988
Lexington, Kentucky

Evaluation Survey

The results of the evaluation of the workshop by the participants are summarized on the following pages.

	Poor (1)	Fair (2)	Good (3)	Excellent (4)	Mean
1. The dates of the workshop were:	0	3	24	8	3.06

Comments:
--Far enough ahead for next year
--O.K.--would have been better month earlier or month later
--May 4-5, 1988
--Wish it had been held prior to our submitting our proposals
--Ky. has so many prof. (educ) meetings during March and April-any date would be a problem in some way

	Poor	Fair	Good	Excellent	Mean
2. The location of the workshop (Lexington) was:	0	0	14	20	3.59

Comments:
--Campbell House Inn (poor facility and service but o.k. for workshop
--Centrally located
--Closer to Western Kentucky would have been easier
--The best from Northern Kentucky
--Easily accessed by all
--I realize this is centrally located for state wide (a little far for Western part of state)
--Needed map included

	Poor	Fair	Good	Excellent	Mean
3. The notification materials received concerning the workshop were:	2	1	14	16	3.33

Comments:
--Above and beyond the call of duty
--Agenda should have been included
--Even if I couldn't remember, I registered
--Needed a map to the motel
--Needed agenda-missed 1st evening was told it was only dinner

4. Cont.

--Didn't get any-not on mailing list
--Prior organization was the best I've experienced
--Four plus

	Poor	Fair	Good	Excellent	Mean
4. The length of the workshop was:	0	0	15	19	3.56

Comments:
--Just right

	Poor	Fair	Good	Excellent	Mean
5. The facilities at the hotel were:	1	6	13	10	3.07

Comments:
--Only problem was an obscene phone call I received!

	Poor	Fair	Good	Excellent	Mean
6. The meals provided were:	1	2	17	14	3.29

Comments:
--Lunch was great

	Poor	Fair	Good	Excellent	Mean
7. The presentation on Teen Single Parent programs were:	0	1	8	19	3.64

Comments:
--Enjoyed meeting to share ideas
--I wish more time had been devoted to this

	Poor	Fair	Good	Excellent	Mean
8. The presentation on entrepreneurship was:	0	2	18	8	3.21

Comments:
--Too short

	Poor	Fair	Good	Excellent	Mean
9. The presentation on Resource Development System Training was:	0	1	13	19	3.55

Comments:
--More than excellent

9. Cont.

--Great
--Could have used a whole 2 days for this
--How to use more specific to our area would have helped
--Very good
--Helpful info. for refocusing and future planning and implementation
--We now NEED a follow-up workshop to brainstorm and problem solve to facilitate planning for our programs
--Too long for amount of help to teachers

	Poor	Fair	Good	Excellent	Mean
10. The presentation on Kentucky Divorce Laws was:	0	1	12	20	3.58

Comments:
--Info excellent, video-2nd lady talked too long and too slow (I feel audience would be lost at this point).
--Super--really need this
--Really enjoyed and found helpful
--Would have liked to actually received the divorce laws
--Not specific enough
--Excellent materials and concept-presented extremely well
--Wanted to see more

	Poor	Fair	Good	Excellent	Mean
11. Overall value of the workshop:	0	0	14	18	3.56

General Comments:
--I would have enjoyed more information specifically for Teen Single Parents
--Enjoyed Dr. B
--Very interesting
--Very worthwhile
--The segments that I attended were well presented and pertinent information

12. Topics/presentations I would like to have in future workshops:

--Recruitment of teen fathers
Ideas for selling your program or establishing good p.r. in community
--More helpful information on helping singles dealing with separation and divorce
--More planning, practical aspect of resource development
--Women's rights in fighting for custody
Domestic violence
--Sharing of forms, documentations, etc.

12. Cont.

- --You did an excellent job-I will leave it to you--possibly career counseling/testing
- --Brainstorming sessions on fundraising
  Longer session on "divorce
  Co-dependency
- --Instructional techniques for adult learners
- --Male/female differences, similarities, and overlap in the classroom workplace, and in life situations
- --More info. on counseling with divorced people or going through a divorce
- --Ask me later!!! At the beginning of such a workshop it might be a good idea to suggest that we think along these lines. Perhaps jot down ideas as they pop in and out of our heads.

Participants
Single Parent/Homemaker Workshop
May 4-5, 1988
Lexington, KY

Ms. Diane Belcher
Career Awareness Program
Cumberland Valley H.O.C.
Box 187
Pineville, KY 40977

Dr. Sylvia Bivins
COPE Center
537 W. Arch
Madisonville, KY 42431

Ms. Joyce Boren
Hopkinsville Community College
P.O. Box 2100
Hopkinsville, KY 42240

Ms. Darlene Brockie
Emerson TAPP
1100 Sylvia Street
Louisville, KY 40217

Dr. Herbert Bruce, Jr.
Department of Vocational Education
University of Kentucky
Lexington, KY 40506

Ms. Ruby Bundy
Laurel County High School
1705 South Main Street
London, KY 40741

Dr. Charles W. Byers
Department of Vocational Education
University of Kentucky
Lexington, KY 40506

Ms. Phyllis J. Caplinger
Hopkinsville Community College
P. O. Box 2100
Hopkinsville, KY 42240

Dr. Rose Conti
Madisonville Community College
College Drive
Madisonville, KY 42431

Ms. Linda Cook
Maysville Community College
Maysville, KY 41056

Ms. Carolyn Davis
Hazard Community College
Hwy. 15, South One Community College
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Ms. Phyliss Dedman, Secretary
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University of Kentucky

Mrs. Lois Martin, wife
of Donald Martin

Ms. Anne Mills, Secretary
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Mr. Dan Noble
Associate of Dan Keith Ray

Mrs. Jo Omvig, wife
of Clayton Omvig

Ms. Vicki Rogers
Associate of Dan Keith Ray

Mrs. Evelyn Taylor, wife
of Ernest Taylor

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Quarterly Progress Report

Technical Assistance to Sex Equity Project Directors

Single Parent/Homemaker/Sex Equity Projects

Project Director
Marsha Robertson

University of Louisville
Occupational Education
Louisville, KY 40292

For the Period of July 1, 1987 to September 30, 1987

For the Period of July 1, 1987 to September 30, 1987

Quarterly Progress Report

Rationale:

As the number of single parent/homemaker/sex equity projects have increased thoughout the State, there is a need for technical assistance to assist project directors in meeting established guidelines, maintaining communications, and developing a network of projects to better serve the vocational education needs of the state of Kentucky.

Objectives:

The primary objective of this project is to assist project directors by supplying them with training and information from the state department of Vocational Education. This includes visits with the directors, collection of data and quarterly reports, participation in professional development for the project directors, and communication with the State Department of Vocational Education.

Activities/Accomplishments:

On August 1, a project director was selected for the project. For the first quarter, seven in-state trips were made to projects and to Frankfort for conferences. One out-of-state trip to Washington D.C. for training on an equity project was made. Correspondence to all project directors in Regions 1-6 was initiated by mail, and communication by telephone with 20 project directors was established. A project directors' meeting was held in Elizabethtown, which was well-attended.

Plans:

Plans have been made to visit every project before the end of the second quarter. Continuing communication will be maintained with project directors after visits, including sending them material pertinent to their projects. One professional development seminar is planned for November 11 in Elizabethtown. A weeklong computer skills workshop planned for the SCIP project will be taught on the U of L campus by me. Work on the policies and procedures manual will be finished if possible by the end of the second quarter.

Changes (Programmatic):

No changes need to be made at this time.

Recommendations:

It has been pointed out to me that a statewide newsletter would be helpful in keeping current with the news and any changes in policy for the Sex Equity/Single Parent Projects. With the purchase of a piece of software, a short newsletter could be printed at minimal cost, to be sent to project directors along with other necessary notices.

Quarterly Progress Report

Type of Project
Single Parent Homemaker Assessment Center

Project Title
Better Placement Through Better Assessment

Project Coordinator
Vada G. Nevels, M.S.

Vocational Education Region 02
P. O. Box 608
Madisonville, KY 42431

For the Period of April 30, 1988 to June 30, 1988

Rationale:

Single parent/homemakers are frequently indecisive and confused regarding their vocational futures. The purpose of this project was to provide interest and aptitude tests for individuals who show little knowledge of their inclinations or capacities. Interest and aptitude tests help them set goals and choose vocational courses that will lead to the attainment of satisfying careers. Six vocational schools in Region 02 were served by this assessment center.

Objectives:

The objectives of this project were to provide and interpret interest and aptitude tests for the single parent/homemakers of Region 02. Vocational counseling and career development are basic goals. Professional interpretation is used to catalyze the student into purposeful searching of their vocational interests and experiences.

Activities/Accomplishments:

Eighteen male and ninety-six female single parents have been referred to the center during the past year. Thirty-five walk-in female adults were tested during the same period. Most of the adult students entering vocational schools have a goal in mind or they are simply taking classes to improve their skills.

Plans:

This pilot project terminates 6-15-88.

Changes:

The center will close June 30, 1988.

Recommendations:

As stated above most adult single parent/homemakers come to the vocational schools with an occupation in mind. This would be a good program for teen parents who have not decided on a career.

STATISTICS REPORT
FINAL QUARTER

Survey for Single Parent/Homemakers Vocational Assessment

	4-22-87		9-25-87		1-22-88		4-22-88					
	1st		2nd		3rd		4th		5th		6th	
SCHOOL	M	F	M	F	M	F	M	F	M	F	M	F
Caldwell	1	7	1	5	0	3						
Christian	4	8	4	9	2	10						
Health School	1	6	3	19	0	11						
Muhlenberg	0	2	0	2	0	1						
State School	0	1	0	1	1	1						
Webster	0	2	0	3	1	4						
	6	27	8	39	4	30						
Walk in's					0	35						

REGIONAL FINANCIAL AID OFFICER

FINAL REPORT

FINLEY BEGLEY, REGIONAL ADMINISTRATOR
PROJECT DIRECTOR

WILLA DEAN WILLIAMS, STUDENT FINANCIAL AID
CONTACT PERSON

VOCATIONAL EDUCATION REGION TWELVE
101 VO-TECH DRIVE
HAZARD, KY 41701

DDFF - V69 - PROGRAM NUMBER

REPORT - APRIL 1, 1988 TO JUNE 30, 1988

RATIONALE:

The financial aid officer strives at all times to help serve the needs of the student body. The financial aid officer works in many ways with the single parent/homemaker, sex bias/sex stereotyping scholarship program.

The financial aid officer is one of the initial people to talk with these potential students. A determination is made as to the eligibility of the student, and the necessary backup data is gathered.

The financial aid officer works with the students to determine what other programs or financial assistance the participants may be eligible to receive.

Career counseling is often done at the initial interview to give the student an idea of the different types of programs available and help the participants determine the area or areas in which they are interested. Then other types of financial aid is explored.

The financial aid officer works with local agencies to determine what other programs may be available to assist the student. Students are advised, when necessary, to seek help from outside agencies. Some need legal advise, some need financial support.

OBJECTIVES:

The purpose of financial aid is to help the student attend school while trying to ease the financial burden under which the student has been placed by attending school. Students should be helped financially so they will be able to concentrate on academics rather than the necessities of life for their children while they are trying to better themselves and provide a better way of life for their dependents.

ACTIVITIES/ ACCOMPLISHMENTS:

Forty-three people have participated on the single parent/homemaker scholarship program and sixteen people have participated on the sex bias/sex stereotyping scholarship program. As of this date 403 students throughout Region Twelve have received Pell Grants and 87 students participated in a work study program supervised by the financial aid administrator and 36 people received Supplemental Educational Opportunity Grants. Seventy-three single parents and 19 people enrolled in non-traditional classes were given assistance through the financial aid program.

CHANGES: None

RECOMMENDATIONS: I recommend an IBM Personal System 12, Model 50 computer with color display and printer be purchased for the financial aid officer. This computer could aid the financial aid officer to store and retrieve financial aid records easily. Reports taking two days could be done in ten minutes with the Model 50. This computer would allow the storing of prior years files, therefore, decreasing the amount of file space needed. Without file cabinets, students would have a place to sit while waiting in the financial aid office. This computer would give the financial aid officer more time to spend with students rather than filling out forms. With the new federal changes and the use of Congressional Methodology, I more strongly urge the installation and use of a computer system. A financial aid officer should be available at all times to talk to students rather than having to spend the majority of time doing computational work.

Read & file

Quarterly Report

for

Task Assignment Sheets on Unique Needs of Single Parent/Homemakers

Project Director:	Dr. Ann W. Cline Western Kentucky University
Project Number:	12-33-540-DDEF-04-08-V29-D9800-4836-0541-88-24
Project Monitor:	Marsha Robertson Department of Occupational Education University of Louisville Louisville, KY 40292

October 15, 1987

Project Overview:

There is a continuing need to increase the awareness of vocational educators to the unique needs of single parents and homemakers. Educators also need to be aware of appropriate counseling techniques to use as they work with single parents/homemakers. A project conducted by WKU last year reviewed and researched information/techniques on these unique needs. A dissemination workshop reached about 80 vocational educators.

The purpose of this project is to condense this information into task assignment sheets that could be distributed and used with teachers, counselors, and administrators throughout Kentucky.

Objectives:

1. To develop task assignment sheets which focus on the unique needs of single parents/homemakers for use with teachers, counselors, administrators, and SP/H project directors.

2. To develop a task assignment sheet which focuses on counseling techniques appropriate for the unique needs of this population.

3. To incorporate appropriate techniques for addressing sex equity issues as appropriate in the task assignment sheets.

Activities Completed:

1. Reviewed research developed in previous projects focused on SP/H.
2. Developed list of additional literature to be reviewed.
   (Due to late funding and my schedule limited activities have been accomplished.)

Changes:

None at this time.

Activities planned for next quarter.

1. Complete literature review.
2. Identify objectives and major concepts for task assignment sheets.
3. Survey selected individuals regarding agreement/addition to #2.
4. Summarize survey and obtain final agreement from B. Tipton for objectives/concepts.

Quarterly Progress Report

Single Parent/Homemaker Project

The Unique Issues of the Male Single Parent

Project Director
Thomas W. Roberts, Ph.D.

Western Kentucky University
Department of Home Economics and Family Living
302-F Academic Complex
Bowling Green, KY 42101

For the Period of April 1 to June 30, 1988

Quarterly Progress Report

Program Type: Single Parent/Homemaker

Program Title: The Unique Issues of the Male Single Parent

Project Director: Thomas W. Roberts, Ph.D.

Agency/Institution: Western Kentucky University

Address: Department of Home Economics and Family Living
Academic Complex
Western Kentucky University
Bowling Green, KY 42101

Quarter: April 1 - June 30, 1988

Body of Report

Rationale: The male single parent is a growing phenomenon in the American society, but relatively little attention to their particular needs has taken place in the single parent/homemaker program. The workshop developed through this grant sought to remedy this oversight and develop new resources.

Objectives: The main objective of this grant was to focus on and comprehend the unique issues of the male single parent through the organization and presentation of a workshop for project directors and vocational educational counselors.

Activities/Accomplishments: A workshop for homemaker project directors and vocational educators was conducted April 21-22 at Barren River Lake State Park. A total of 23 participated. Participants evaluated the workshop from "Good" to "Excellent" and generally praised the organization, quality of handouts, and the videotape of two single fathers. The most helpful parts of the workshop were the handouts, discussion, and elaboration of issues. Some helpful suggestion for future workshop included: "Get together single parents (both males and females) and let participants ask questions." "Have follow-up with male single parents in Bowling Green and add comments from their former spouses."

The Unique Issues of the Male Single Parent

A Workshop Presented at Barren River Lake State Park
April 21-22, 1988

Thomas W. Roberts, Project Director
Marsha York, Graduate Assistant, M.Ed. Student
Kenneth Graham, M.Ed. Student

TABLE OF CONTENTS

Terminal Objective One 1

Terminal Objective Two 3

Terminal Objective Three 5

Terminal Objective Four 7

Terminal Objective Five 9

Terminal Objective Six 12

Terminal Objective Seven 14

Terminal Objective Eight 16

Terminal Objective Nine 18

Terminal Objective Ten 19

Handouts 21

Master Copy of Transparencies 60

References 84

Agenda 86

Workshop Evaluation Form 88

Terminal Objective -- One

Participants will develop an awareness of their own biases of the male single parent.

Enabling Objective:

I. Define sexism related to the male single parent.

II. Complete the questionnaire of attitudes to the single male parent.

III. Discuss various hypothetical situations to assess attitudes regarding the single male parent.

Materials Needed:

---HO 1-1, 1-2

Time Needed: 30 minutes

I. Introduction--Define sexism related to the single male parent.

In this section we will complete various exercises that will enable us to uncover stereotyped beliefs about single-parent fathers. In adjusting these biases we may more adequately understand the complexity of the single-parent family.

II. The Single Male Parent Stereotyping Questionnaire

Participants will be given 10-15 minutes to complete and score the questionnaire. Each item, which is based on specific research findings, will be discussed and participants will be able to determine their level of prejudice regarding the single male parents.

It is important to recognize that we all have biases about single-parent families. For decades the norm for single-parent families has been the single mother and dependent children. Father single-parent families were almost non-existent until recently and only make up about 3 percent of the total single-parent population at present. The mere lack of pervalence has a significant impact and produced a notion that single-father-headed families were deviant. This belief in the deviancy of the single male parent families, coupled with a belief that fathers are not nurturant, casts a strong shadow of doubt and prejudice against these families.

III. Discuss various hypothetical situations to assess attitudes regarding the male single parent.

Participants will be given 5-10 minutes to complete and react to 5 vignettes by writing a story to complete the situation. Group discussion will follow.

Terminal Objective -- Two

Familiarize participants with the unique issues of the male single parent.

Enabling Objective:

I. Differentiate between the male single parent and the female single parent family.

II. Review of literature on the male single parent.

III. Review of survey by Harold Nowling.

Materials Needed:

---HO 2-1, 2-2

---Trans. 2-1, 2-2

---Videotape "Are You Listening/Single Parent"

---Video recorder and monitor

---Overhead projector

Time Needed: 1 hour

I. Introduction--This section will present an overview of the issues facing the male single parent through research findings, videotape, and discussion.

II. Differentiate between the male single parent and the female single parent.

  A. The concerns of single male parents and female single parents will be illustrated by the video "Are You Listening/Single Parents" (29 minutes).

  B. Group Discussion

  Participants will be asked to list similarities and differences in male single parents and female single parents.

  Overhead tranparency of these differences will be created.

III. Review of survey by Harold Nowling and Ann Cline.

Survey finding of sample of male single fathers in Kentucky will be summarized on transparencies.

Terminal Objective -- Three

Identify continuing relationship problems with the former spouse.

Enabling Objective:

I. Develop understanding of former relationship in a social systems perspective.

II. Identify problem areas in relationships and establish appropriate roles with former spouse.

III. Understanding and working with joint custody.

Materials Needed:

---HO 3-1, 3-2, 3-3

---Trans. 3-1, 3-2, 3-3

---Videotape "Joint Custody: A New Kind Of Family"

---Overhead projector

---Videotape recorder and monitor

Time Needed: 1 hour, 25 minutes

I. Introduction--Family dissolution brought on by divorce does not terminate the family, but instead changes the structure. This structural change, which denotes a failure of the family to adapt to a crisis or developmental stage, can be as functional as the intact family depending on the specific responses of family members, particularly the former spouses.

II. Develop an understanding of former relationships in a social systems perspective.

Discussion of change in relationship of former spouses following divorce.

III. Identify problem areas in relationship and establish appropriate roles with the former spouse.

   A. Participants will respond to vignettes of relationships between former spouses to identify problem areas.

   B. Participants will make suggestions of how to change inappropriate responses into more appropriate ones.

IV. Understanding joint custody.

  A. Presentation of videotape "Joint Custody: A New Kind Of Family," followed by large-group discussion of issues.

  B. Discussion of the benefits of joint custody for former spouse relationships.

Terminal Objective -- Four

Assess the impact of single parenthood on the single father's social relationships and activities.

Enabling Objectives:

I. Discuss the difficulties single fathers have with establishing and maintaining social relationships and activities.

II. Discuss types of social relationships single fathers may have.

III. Discuss possible solutions.

Materials needed:

---HO 4-1, 4-2, 4-3, 4-4, 4-5, 4-6

---Trans. 4-1, 4-2, 4-3, 4-4, 4-5

---Overhead projector

---Film

---TV and video recorder

Time Needed: 1 hour

I. Introduction--discuss the difficulties single fathers have establishing and/or maintaining social relationships. Trans. 4-1, 4-2, 4-3, 4-4, 4-5

There are many issues the single father must address in dealing with social relationships and activities. He often loses touch with his married friends after the divorce. He may find he lacks the time and/or child care to pursue social activities of his own. The single father may perceive outside social activities as interfering with his parental duties. How the single father deals with these issues greatly affects his social relationships or lack of social relationships and activities.

In this session we will describe and discuss some of the important issues which influence the single father's social relationships and activities. One group exercise will be completed, the purpose of which will be to explore possible actions a single father could take to improve his social relationships and activities.

II. Discuss the types of social relationships single fathers may form.

For male friendships, single fathers often seek out other single fathers, because they have more in common. When single fathers date, they often plan activities in which the children are included so that they are not taking too much time away from their children. When the single father has a relationship with one woman, generally she does not participate in parental duties even in live-in relationships.

III. Group exercise--Explore possible actions a single father could take to improve his social relationships and activities. HO 4-1, 4-2, 4-3, 4-4, 4-5, 4-6

Divide participants into 6 groups. Give each group 1 handout, each group will brainstorm to come up with solutions to question listed on its handout. Each subgroup will then share its solutions with whole group. Instruct groups to be imaginative in developing list of solutions.

Terminal Objective -- Five

Identify and discuss parent-child issues of the male single parent family.

Enabling Objectives:

I. Discuss the emotional and relationship problems of single fathers and their children.

II. Discuss some specific issues that will foster a better relationship between Dad and children.

III. Discuss how we as professionals can help single fathers adapt more quickly to their role.

IV. Discuss possible specific problems encountered by single fathers who are raising daughters.

Materials Needed

---HO 5-1, 5-2, 5-3, 5-4, 5-5

---Trans. 5-1

Time Needed: 1 hour

I. Introduction--the emotional and relationship problems of single fathers and their children.

When single fathers become full- or part-time single fathers, they often find themselves faced with having to deal with their children's emotional needs for the first time. This is normally the province of the mother in our society, so even fathers who reported being highly involved with their children during the marriage, as well as those who were not, may feel overwhelmed as a single father having to deal with the children's emotional needs.

In this session we will discuss some of the emotional issues single fathers may deal with in raising their children. Specific suggestions for improving parent-child relations and for using professional help for parenting issues will be shared. Finally, specific issues of raising daughters in the single father home will be discussed.

Whole group discussion question--

What are some of the emotional issues a single father would have to deal with, particularly a newly divorced or widowed father?

Possible responses--

1. Children missing mother
2. Feelings about divorce or death--guilt, anger, sorrow
3. Uneasiness of how children will feel about their new family situation and how friends will react to it
4. Adjusting to new home
5. Conflicts between siblings
6. Conflicts between father and child
7. Any other normal emotions children experience as a part of growing up

Discuss nurturance, can fathers be nurturers and how.

II. Discuss some specific issues that will foster a better relationship between Dad and children. HO 5-1

Have participants look at HO 5-1. Explain each item on handout and allow discussion of information.

III. Discuss how we as professionals can help single fathers adapt more quickly to their parental role.

It is during the first year or two after the family has changed from a dual parent to a single parent family that the single father role is most difficult. The father needs to establish a firmer, deeper relationship with the children, to become the nurturer of the family, to gain confidence in his parenting skills, and to get control of his own emotions in dealing with the loss of the spouse in order for the family to run smoothly and be more functionally healthy. The father becomes the sole decision maker in the family and this may be a difficult role to take on at first. There are resources that, if made available, could help make the father's transition to single parent much easier.

Discuss these resources as described on HO 5-2.

IV. Discuss possible problems encountered by single fathers who are raising daughters.

Although fathers are more often granted custody of male children, there are cases in which fathers have daughters to raise. These fathers often voice concern over the issues of lack of a female role model for daughters and of dealing with the daughter's sexuality. There is also the concern, which is raised in the research literature, of the daughter being given or taking on herself, the homemaking role of the absent mother. In this situation the daughter may become overburdened with household chores and responsibilities. These household chores and responsibilities increase pressure on the child, who may not complain about the situation because she is anxious to help out Dad and the family, to "make things all right again." If the daughter has difficulty handling all her responsibilities, she may grow up feeling inadequate. Even if she succeeds, she may feel resentful for being overburdened, or grow up feeling it is her duty to always take care of everyone else, both of which are unhealthy attitudes.

Discuss these issues as presented on HO 5-3.

Terminal Objectives -- Six

Identify child care issues of the male single parent.

Enabling Objectives:

I. Identify the child care needs of single fathers.

II. Describe the qualities of a good day care center.

III. Discuss ways to locate quality child care--for working hours and for after work hours.

Materials Needed:

---HO 6-1, 6-2, 6-3, 6-4

Time Needed: 30 minutes

I. Introduction--Identify the child care needs of single fathers.

Single fathers tend not to rely on friends or family for child care but, rather, tend to utilize commercial day care centers for younger children. Older children often take care of themselves in the afternoons after school till Dad gets home from work. Single fathers also must be able to find child care for any outside activities they want to pursue during non-working hours.

In this session we will be discussing how to determine what kind of child care will best suit the family's needs, how to find quality child care and what to look for in a quality daycare facility.

For many fathers, their children may already be established in child care facilities when they take custody of them; however, for fathers who find they need or want to make new child care arrangements, here are some specific steps they can follow to choose the type of child care that will best suit their needs.

Discuss these steps with participants as described on HO 6-1.

II. Describe the qualities of a good day care center.

Since most fathers tend to choose commercial day care facilities for the care of their young children, it is important that they know what qualities to look for in a good day care center. For fathers who have latch key children, there are conditions they may want to set up to ensure the safety of their children and their own peace of mind.

Discuss with participants qualities of a good day care facility. HO 6-2

Discuss with participants conditions to set up for their latch key children. HO 6-3

III. Discuss ways to locate quality child care--for working hours and for after-work hours.

Being able to locate quality child care for work hours is important, but it is equally important that the single father have access to quality child care for after-work activities. Having safe, responsible child care the father can count on is an important part of getting the family organized and running smoothly. If the father feels confident his children are happy and being well cared for, this will be one less area of his life he has to worry about.

Discuss with participants how fathers can find child care, as described on handout 6-4.

Terminal Objective -- Seven

Discuss financial stressors and resources such as public assistance.

Enabling Objectives:

I. Discuss possible financial stressors.

II. Discuss possible resources.

III. Discuss the emotional issues of money as stressors.

Materials Needed:

---HO 7-1, 7-2

---Trans. 7-1, 7-2, 7-3

---Overhead projector

Time Needed: 1 hour

I. Introduction: Discuss possible financial stressors.

Single fathers, as a whole, are in a better financial position than are single mothers. The 1985 Census Bureau indicates that the majority of male-headed family households make $25,000 a year or better. However, they do often experience varying degrees of financial stress.

In this session we will discuss what some of these stressors are, possible recourses available to single fathers and methods with which they may be better able to cope with their deflated financial situation.

Discuss with participants some of the financial stressors single fathers may face. Trans. 7-1, 7-2

Do budget exercise with participants. Have participants, with person beside them (groups of 2 or 3), pretend they are getting divorced. Each group is representing one person. You make $25,000 a year. You will have custody of 2 children, ages 4 and 7. Plan your budget (excluding divorce costs) that you will have to live by after the divorce. Make it as complete a budget as possible, as realistic as possible. 10-15 minutes. Show participants a complete budget. What items did you forget? How will you pay for the items you left out? Purpose of exercise is to show how easy it is to misbudget finances. Trans. 7-3

II. Discuss possible resources.

Discuss the possible financial resources available to single fathers, as described on HO 7-1.

Group discussion--Are any of the participants working with programs that would be a financial resource for the single father?

III. Discuss the emotional issues of money as stressors.

Money is often an emotionally charged issue. Because of this, it has the potential to cause stress, even when the financial situation is not too bad.

Explore with group what money means to people and how this can cause stress. HO 7-2

Terminal Objective -- Eight

Discuss changing career goals of the male single parent.

Enabling Objectives:

I. Discuss issues that may force a single father to reevaluate his career goals.

II. Explore process of re-evaluating career goals versus family needs.

III. Discuss possible options to fulfill one's career and family needs and still maintain effectiveness in both areas of one's life.

IV. Discuss time management as a tool to achieving one's goal.

Materials Needed:

---HO 8-1

---Trans. 8-1, 8-2, 8-3

---Film -- The Go-Giver

---TV and recorder

Time Needed: 1 hour

I. Introduction--Discuss issues that may force the single father to change his career goals.

The single father's new responsibilities at home create many situations which could potentially interfere with his job and career goals.

In this session we will be discussing some of the issues that may force the single father to have to re-evaluate his career goals. Participants will do a decision-making exercise to illustrate a method by which single fathers could make some career and family goal choices. There will be a brief discussion of options the single father might choose to help him fulfill his career or family goals. There will be a discussion of time management as a means of more effectively using time. A film will be shown which illustrates how one father learned to more effectively manage his home and career.

Discuss with participants issues that the single father will have to deal with that might jeopardize his job or cause him to reconsider his present career goals. Trans. 8-1

II. Explore process of reevaluating career goals versus family needs.

Participants will do decision-making exercise.

One choice is not better or worse than the other, but how it is fulfilled is important. Some fathers may already have a clear idea of where they want or need to spend more time. But for fathers who are feeling unsure, the preceeding exercise should help them clarify how to organize their work and family time. Once he is clear on this issue, which may be a relief in itself, he can concentrate on how to fulfill both roles to the best of his ability.

III. Discuss possible options to fulfill one's career and family needs and still maintain effectiveness in both areas of one's life.

Discuss how the father whose career is his first priority can fulfill this and also fulfill the family needs. Trans. 8-2

Discuss how the father whose family is his first priority can fulfill this and also fulfill his career needs. Trans. 8-3

IV. Discuss time management as a tool for achieving one's goals.

Show film--The Go-Giver

Discuss time management skills--HO 8-1

Terminal Objective -- Nine

Develop a plan for identifying and creating support group for the male single parent.

Enabling Objectives:

I. Identifying and contacting the male single parent.

II. Creating a support group for the male single parent.

Materials Needed:

---HO 9-1, 9-2

Time Needed: 1 hour

I. Introduction: Identifying and contacting the male single parent.

Identifying and contacting the male single parent may be the most difficult step in the whole process of helping him. There are far fewer single fathers than single mothers and until recently there had been little attention brought to them and their plight. Single fathers tend to remarry within two years after divorce so that the population changes fairly rapidly. As the trend of giving divorced fathers custody of their children grows, so will the population, and the process of contacting that population should get easier. In this session we will discuss how to identify the population, and we will describe a format which could be used to create a support group.

Discuss methods of locating single fathers as described on HO 9-1.

II. Creating a support group for single fathers.

A support group can be a valuable resource for single fathers. As mentioned before, it gives them an outlet to discuss problems, he finds support there, he can learn from others in his situation and he can make new friends.

Describe how to set up a support group for male single parents.
HO 9-2

Terminal Objective -- Ten

Assess the need for professional counseling as a resource.

Enabling Objectives:

I. Discuss the single father's need for professional counseling.

II. Describe the guidelines that would indicate there is a need for professional counseling.

III. Discuss how single fathers can be made aware of their possible need for professional counseling.

Materials Needed:

---HO 10-1, 10-2, 10-3

---Trans. of HO 10-1, 10-2, 10-3

---Overhead projector

Time Needed: 1 hour

I. Introduction--Discuss the single father's need for professional counseling.

The loss of the mother from the family, whether by divorce or death, creates a major change in lifestyle for the family. Any major lifestyle change increases the stress experienced by the family and its individual members. There are usually emotional reactions that must be dealt with. The single father may find himself overwhelmed and overly stressed by his new role and will often experience some level of depression.

In this session we will be discussing some of the stressors associated with the single father's new role and its possible effect on him. A set of guidelines will be described that could be used as an indicator of the need for professional help. Finally we will discuss ways in which single fathers can be made aware that professional counseling is another valuable resource at their disposal should they need it.

Discuss some of the stressors that may contribute to a single father needing professional counseling. HO 10-1

II. Describe guidelines that would indicate a need for professional counseling.

The single father may be experiencing many stressors in his new role. Without an outlet or some support to deal with these issues he may become overwhelmed, depressed and feel like his life is out of control. Not all single fathers need professional counseling, however they should be made aware that it can be a valuable resource when needed.

Describe guidelines that would indicate a need for professional counseling. HO 10-2

III. Discuss how single fathers can be made aware of their possible need for professional counseling.

Discuss with participants ways single fathers can be made aware of their possible need for professional counseling. HO 10-3

HO 1-1

The Male Single Parent Questionnaire

The questions below are rated from strongly agree to strongly disagree.

Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Circle the appropriate number.

1. Fathers are not naturally as nurturant as mothers. 1 2 3 4 5
2. The parenting role comes more naturally for fathers than mothers. 1 2 3 4 5
3. Custodial fathers need help from community resources. 1 2 3 4 5
4. Generally speaking custody should be awarded to mothers. 1 2 3 4 5
5. Custodial fathers are not as competent in housework as custodial mothers. 1 2 3 4 5
6. Custodial fathers must make career sacrifices as a result of being a full-time parent. 1 2 3 4 5
7. Families headed by custodial fathers have more problems in adjustment than families headed by custodial mothers. 1 2 3 4 5
8. Custodial fathers have a greater need to marry to give the children a mother's role than custodial mothers have a need to marry to give the children a father. 1 2 3 4 5
9. Families headed by custodial fathers are more uncommon and problematic in nature than families headed by custodial mothers. 1 2 3 4 5
10. Custodial mothers have less trouble dealing with children's sexual issues than custodial fathers. 1 2 3 4 5

Reverse scoring on items 2, 3, and 6

Add up total score

HO 1-2

React to the following situations by describing your first reaction or telling a story about the situation described.

1. A woman runs from a shopping mall and dashes across the parking lot carrying a small child who is wrapped in a blanket.

2. A man runs from a shopping mall and dashes across the parking lot carrying a small child who is wrapped in a blanket.

3. Both parents petition the court to receive custody of two daughters ages 13 and 11. Both parents appear to be fit and competent in all areas except one, nurturance and sensitivity to the needs of the daughters. The judge awarded custody to the most nurturant parent.

4. A single parent has numerous absences because of a sick child and has gotten behind in job responsibilities. The boss has attempted to be understanding but has lost his patience and has demanded the employee to improve attendance and catch up on work or face disciplinary action or termination.

HO 2-1

The Male Single Parent Knowledge Test

T F

________ 1. The single father is generally a middle-aged, white male, with at least some vocational or college education and a professional or managerial occupation.

________ 2. Fathers seek custody of their children because they feel confident of their ability to parent.

________ 3. Generally speaking, single fathers desire remarriage to help with their parental responsibilities.

________ 4. Single fathers are willing to cohabitate as an alternative to marriage.

________ 5. Generally speaking, single fathers believe boys and girls should be reared in the same manner.

________ 6. The majority of the problems in adjustment to single parenthood come from harmonizing parental and adult roles and responsibilities.

________ 7. Single fathers feel that they are weak in parent-child rapport.

________ 8. Single fathers who are active in groups like Parents Without Partners are usually the lower-income single fathers.

________ 9. The majority of single fathers report no outside help in household duties.

________ 10. Parents of the single male father are generally supportive, providing emotional assistance, child care, financial and housekeeping assistance.

________ 11. It is safe to estimate that single fathers rearing children will increase in number in the future.

________ 12. Even prior to this century, mothers were considered the best parent for children because of maternal nurturance.

________ 13. There is little difference in adjustment of single fathers whether they sought the role or whether it was forced on them.

________ 14. Children typically respond to the absence of the mother as some defect in the mother.

________ 15. Most single fathers had little involvement in child care responsibilities beforehand.

________ 16. The literature indicates that single fathers undergo considerable intrapersonal stress as they take on the responsibility of raising their children.

________ 17. It is generally felt that single fathers need little counseling to help them adjust to this role.

________ 18. Researchers have found that the central factor in determining the outcome of divorce for children and their families is not the divorce itself, but rather the process or chain of events set in motion by the separation.

________ 19. Often, becoming a father with sole custody requires the cooperation of the mother.

________ 20. Single fathers begin dating almost immediately after family dissolution.

________ 21. Because children know that living with a single father is rare, they may show more respect for their fathers than children living with single mothers show their mothers.

________ 22. Research findings on parenting indicate that authoritarian parenting strategies yield better outcomes under father custody.

________ 23. Boys in father-custody homes seem more healthy and competent on observational measures than boys from intact homes, while girls in father-custody homes fare more poorly on these measures than girls from intact homes.

________ 24. Even though single fathers are fulfilling a non-traditional role as a custodial single parent, these fathers fall into traditional patterns of handling home-related tasks.

________ 25. Single fathers of adolescents find it hard to demonstrate their affection with hugs and kisses.

HO 2-2

Answers

1. True. The higher educational, occupational, and income levels are in strong contrast to the much less affluent characteristics of fatherless households in this country.

2. True. During the past decade, the traditional expectations of mothers and fathers have been challenged. Contemporaneously with the women's liberation movement, more and more men have been encouraged to take a more active and affectionate role in their children's growth and development. There has been an increasing emphasis on the positive influences that fathers have on their children.

3. False. While there is some evidence that single fathers marry fairly quickly, the average is longer than for divorced or widowed men without children. In addition, most research indicates that single fathers are satisfied with their life style and in no hurry to remarry.

4. False. In fact, the literature concludes that single fathers view cohabitation as unacceptable and a direct contradiction to their parental responsibility to be sexually discrete.

5. False. Single fathers are aware that boys and girls need different socialization, especially in puberty.

6. True. Common problems mentioned by fathers are lack of patience and time for their children, making decisions alone, and having to be away from their children more than they want to be. Many fathers become less discipline oriented, more concerned about the adequacy of day care, more interested in education, and more protective of their children.

7. False. Single fathers feel they have good parent-child rapport and describe a close, affectionate relationship with their children.

8. False. Most fathers attending PWP and similar groups tend to need less help and have more resources. Low-income fathers often lack babysitting money and do not see the value in such group discussions.

9. True. Since a majority of the fathers do not receive help in housework, they do tend to encourage children to help out more.

10. True. Parents of single fathers are actively involved with assistance and, in fact, often live with the single-parent family, especially for low-income fathers.

11. True. Because of women's liberation movement and the number of states barring sex as a factor in determining custody, an increasing number of single fathers will be rearing children.

12. False. A brief review of the history of custody decisions shows how much men's and women's roles have changed in the last 100 years. Prior to this century, a father was more likely than a mother to be a single parent because of high maternal mortality rate and the father's higher social class.

13. False. There is evidence that one of the most crucial dynamic in any father's parental experience was whether or not he chose to become a single parent.

14. False. Research findings indicate that the initial emotional adjustment of children to their single father situation is often characterized by feelings of confusion and a general inability to understand why mother is gone. Children often feel unloved and unlovable when mother leaves, and that sadness in their father is often construed as anger directed against them for being responsible for their mother's absence.

15. False. One of the overriding characteristics of the single father in the literature is that he was involved in child-care responsibilities before he assumed the role of single father.

16. True. Marital separation often gives rise to feelings of anger, loss, loneliness, failure, lack of self-esteem and self-confidence. The single father is under additional intrapersonal stress to prove his competency as a parent.

17. False. Single fathers tend to resist receiving counseling, but when their specific needs, such as issues in dating, remarriage, homemaking, and child rearing are focused on, there is better success.

18. True. The chain of events is "a series of legal, social, psychological, economic, and sexual changes, strung complexly together and extending over time."

19. True. The courts in cases of disputed custody usually turn over the children to the mother if both parents are equally competent.

20. False. Re-establishing a social life often takes a good deal of time and may begin only after the father feels secure in parenting. Before dating again, a father may have to build up his confidence.

21. True. Perhaps because the children and fathers realize this is a rare family structure, they make a special attempt to get along.

22. False.

23. True. Fathers who obtain custody may be very different from other fathers on a number of parenting attitudes and behaviors.

24. True. The traditional view of the sexes may carry over to the point where fathers view their own daughters as mother substitutes. The daughter is someone who can continue to do the work and child care of younger children.

25. True. Single fathers believe that their love is expressed by how they take care of their children, not in outward demonstration.

Relationships Between Former Spouses

1. Mr. and Mrs. Larson were in marital therapy for 1 year before deciding to end their marriage. Mr. Larson, who wanted the relationship to continue, threatened Mrs. Larson with a custody battle and demanded that she leave home and their 6-year-old son because she wanted the divorce.

2. The Harris' had been divorced for 2 years, and Mr. Harris received custody as a result of the ex-wife's abandonment of the family (6-year-old daughter) for her lover. When that relationship ended, Mrs. Harris wanted custody of her daughter. Mr. Harris was an effective parent and extremely involved with his daughter and deeply resented his ex-wife's attempts to gain custody.

3. The Garners were married for 12 years with 3 children. Mrs. Garner had stayed home to raise the 3 children but became bored and began work again when the last child began kindergarden. Mr. Garner resented this but said nothing. Finally, after much evidence that Mrs. Garner was more interested in her career than the family, Mr. Garner contacted a marriage counselor and asked Mrs. Garner to accompany him. She admitted her dissatisfaction and, instead of going with him to therapy, moved out the next day. Subsequently, Mr. Garner filed for divorce and asked for custody. After 2 1/2 years Mrs. Garner began feeling she had made a mistake, partly due to her reduced social network and growing job-related responsibilities. Her attempts to reunite were met with halfhearted support from Mr. Garner, who by now was actively dating and involved with another woman. When Mr. Garner remarried, there were hostile and embarrassing scenes with his ex-wife over visitation and parenting issues.

Historical Trends in Custody

1. Earliest record of child custody is the Bible's account of King Solomon mediating the fitness of two women who claimed custodial rights for the same child.

2. Throughout history laws have generally been biased and reflected values in the particular society.

    a) Judeo-Christian and English common law, influenced by the belief in paternal power, were biased in favor of fathers.

    b) The "tender years" doctrine of the mid 1800's created bias of maternal assignment of custody based on the belief that females could provide nurturance, love, and parenting competencies based on biological linkage to children.

3. With recent trends toward equality of the sexes, the courts have developed a more child-centered approach to custody that favors neither the mother nor the father. The "best interest and welfare of the child" attempts to arrive at a decision based upon which parent can meet the emotional, cognitive, physical, and social needs of children. The best interest and welfare standard has not been supported by substantial and proven criteria, however, and is rarely operationalized. In addition, there is no evidence that custody decisions based upon either a parental, maternal, or equal preference have decreased the use of the adversary system.

4. Psychological parenthood, based on responding positively to the child's need, is a concept gaining acceptance in recent years. Children will have emotional ties to each parent which survive the breakup of the marriage. Research supports the belief that divorce does not diminish the emotional ties between children and both of their parents.

5. Joint custody continues the involvement of two psychological parents and diminishes the great sense of loss characteristic of so many children of divorce.

6. In joint custody both parents share legal custody equally, although physical custody may be primarily with one parent. It is assured that neither parent will take any major action regarding the child's medical, educational, religious, and practical upbringing without first consulting with the other parent.

HO 3-3 Joint Custody

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HO 4-1

Social Relationships & Activities -- Brainstorm Exercise

Develop list of ways single fathers can meet people--men and women.

HO 4-2

Social Relationships & Activities -- Brainstorm Exercise

Develop list of ways fathers can build friendships.

HO 4-3

Social Relationships & Activities -- Brainstorm Exercise

Develop list of low-cost activities fathers can do on dates.

HO 4-4

Social Relationships & Activities -- Brainstorm Exercise

Develop list of activities fathers can do on dates, which include the children.

HO 4-5

Social Relationships & Activities -- Brainstorm Exercise

Develop list of steps single fathers could take to ease into dating again.

HO 4-6

Social Relationships & Activities -- Brainstorm Exercise

Develop list of ideas fathers could use
to help children adjust to his dating.

Parent-Child Issues

Let your children be children.

Do not make your children your confidant to whom you tell all your troubles or with whom you discuss your social or sexual life. This is inappropriate and too much for most children to handle. It can cause the children to feel frightened and insecure. Children, particularly young children, need to feel you are in control. Feeling they have to take care of you can leave them feeling inadequate and frightened. It is better to seek out a friend or professional counselor when you need advice or someone with whom you can share your problems.

Do not expect more of your child than he or she is developmentally capable of doing. It is healthy for children to have some responsibilities around the home, but do not overburden the child. Expecting more from the child than he or she is capable of can leave the child feeling inadequate and defeated and may result in lowering his/her self-esteem. While it is important that the children do participate in keeping the house, it is equally important that they be given some space to be themselves, to be a child.

Leave your children out of disagreements you may have with your ex-spouse.

It is not fair to the child or good for the child to become a pawn in an argument you may be having with your ex-spouse. Asking children to spy on or carry messages to the ex-spouse when communication between the parents has broken down puts the child in the middle of the argument. Both parents and children lose in this situation, when the children are continually being asked to place their loyalties with one parent or the other.

Let the child have his/her own relationships with the other parent.

Continuing contact and good relationships with both parents, or with another parent figure, can help a child feel better now and become better able to form relationships in later life. The growing child needs as much love as possible in his/her life. His/her love for the other parent will not take anything away from the special relationship that you share with the child but will add immeasurably to your child's life.

As parents, do not allow your personal needs and agendas to get intertwined with those of your children. You may need to overcome or put aside your own feelings of anger or resentment of your ex-spouse to attend functions such as graduations, school open houses, plays, or a child's wedding, to which it may be important to the child to have both parents attend.

Talking negatively about the ex-spouse in front of the children will affect your own relationship with the children as much or more than it will affect their relationship with the other parent. So it is important, not only for the children, but also for your own relationship with the children, to keep any differences you have with your ex-spouse between the two of you and leave the children out of it.

It is important that the child feels he belongs somewhere.

This is particularly true for children of joint-custody parents. The child may already feel he/she is simply being shuttled back and forth between homes and not really feel at home in either home. It is very important to a child's security that he/she have a place that is his or her own and is permanent. This means giving the child a place that is his own, whether that be a room of his own or a study nook in the living room. It is important to the children that they have a special place in your heart. Do not expect them to just know this; show them and tell them how you feel. This is important and may be even more important when you start dating and your children may fear losing you to another person.

Consider your kids and their activities when making plans.

After a divorce, children need much love at home, but they also need to stay involved with their own friends and activities. They may tend to want to stay around home and drop out of outside involvements. Often new single fathers tend to plan too many activities for the family to do when they are together. This results partly because they do not know what to do with the children when they have them all the time and partly in their efforts to spend more quality time with the kids. It would probably be more beneficial for the kids and easier on the Dads if they participate in the children's lives more by participating in the activities the kids are already involved in, such as going to ballgames to watch a child play or to dance recitals or scouting events, etc. This would keep the child active in outside activities, yet still be reassured in Dad's interest in him or her. Another aspect of this issue is that quality time can be spent at home, when the children are involved in their own activities, but Dad is available to drop what he is doing if the children want to include him in their activities. Having planned family activities to do is great but not necessary for all of the free time spent together. Allow children to help plan family time, too.

Have a life of your own.

You need some time to do what you want and need to do. You will be a better parent if you are fulfilling some of your own needs and desires. You will be more likely to become frustrated and resentful of your parental role if you do not reach a compromise in the amount of time you devote to your kids and to yourself.

Do not try to be a superdad.

Relax! Kids can feel that you are overinvolved with their lives, especially adolescents. Do find adequate quality time to be with your kids, but do not try to be everything and everyone to your kids. Allow them some room to interact with other people and other situations.

Adapted from: SOLO PARENTING, YOUR ESSENTIAL GUIDE
Kathleen McCoy, New American Library: NY

HO 5-2

Resources Single Fathers Could Use To Improve Their Parent-Child Relationship

Take a parenting course.

Improving your parenting skills may be one of the most important steps any parent can take to adapt to their role as a parent. Effective parenting can prevent some potentially serious problems from developing and give you, as a single father, a sense of competence and accomplishment in an area of your life that is very important.

Join a support group.

You may find that you, as a single parent, have a whole new set of problems that your old friends may not be able to relate to or advise you on. You may find that you do not have anyone to talk to about your problems or successes. By joining a support group of other single parents, you will have the opportunity to discuss what you are going through with other people who are dealing with the same kinds of problems and situations. The support group could also be a source of advice on practical issues such as household problems, parenting tips, etc.

Take a course on Interpersonal Communications.

Taking a course in interpersonal communications through a local college, community, or job-related program might help you to get in touch with your own feelings and help you be better able to as express your feelings with other people. Learning to better communicate with other people is important in many areas of life, such as dealing with your children, your ex-spouse, friends, family, and employers and/or employees.

Consider individual or family counseling.

If your personal problems or the problems within your family seem insurmountable, then personal or family counseling might be a good way to get help in dealing with your problems. Almost everyone can gain some benefit from counseling at some point in their life. When faced with as many problems and emotional issues as with a divorce and the role change to single parent can bring up, it would be perfectly normal to want to seek some help in sorting out the issues and decisions to be made. This is what individual and family therapists do; they help you find your own answers.

HO 5-3

Specific Problems Faced By Single Fathers Raising Daughters

Issues of Sexuality

If the mother is unavailable or fails to deal with issues of sexuality with your daughter, you as her single parent need to find some way of dealing with these issues with her. There are several ways to approach this subject, depending on how comfortable you are with discussing sexuality with your daughter. If you and your daughter are comfortable discussing sexuality, then by all means go ahead. Perhaps you would like to discuss this subject with your daughter yourself but are not sure where to start. In this case you might want to attend a course that prepares you to discuss sexuality with your children. Another alternative would be to read some books on the subject so that you can become more familiar with the subject and be able to give your daughter sound, factual information and advice. Another type of program that you might want to consider attending is one in which both the parent and the child attend. In this way you can still be involved in the process of your daughter (or son) learning about sexuality, but you don't have to take the teaching role. These types of programs are also sometimes available through the agencies such as Planned Parenthood, church, school, or community programs.

If you find that you would rather not deal with the issue of sexuality with your daughter, then you could enlist the help of a female friend, relative, teacher, or some other woman who is involved with your daughter to discuss sexuality with her. However, in this situation it will be important that you make it clear to the person with whom your daughter will be discussing sexuality what values you have concerning sexuality and how much information your daughter is ready for. In this way you will still be in control of this aspect of your daughter's education. If there is not one particular person who is available to do this, then you may want to simply find a sex education class which your daughter can attend without you; however, it is always helpful if the child has an adult with which she can discuss this subject.

HO 5-4

Grief and Stages of the Grieving Process

With divorce or death there will be loss and grief that needs to be worked through. The ending of a marital relationship is a stress both parents and children need to learn to face.

Elizabeth Kubler-Ross has identified the five stages of the grieving process as: denial, anger, bargaining, depression, and acceptance. Whether the loss of a family member is due to death or divorce, it is important to understand these stages of grieving and that everyone goes through them in a unique way and at his own pace.

1. Denial. In the first stage of grieving family members believe, "This really can't be happening to us." They deny reality and are unwilling to accept the situation. At this point panic can emerge.

2. Anger. The second stage of grieving includes hostility and anger directed at the absent family member and displaced anger aimed at people in general. At this point family members may think, "This can't be happening to us; we haven't done anything wrong" and "How could he do this to us?"

3. Bargaining. Stage 3 consists of bargaining, promises to do better if given a second chance. This bargaining is done with the intent to delay the inevitable.

4. Depression. The depression experienced by each family member in Stage 4 reflects attempts to cope with unexpected changes in the family resulting from loss. Learning to deal with temporary depression facilitates movement to acceptance of the loss.

5. Acceptance. At this stage, each family member has worked through the four previous stages and has come to terms with the loss. They are now ready to move ahead and get on with living.

Taken from--New Beginnings, Skills for Single Parents and Stepfamily Parents -- Parent's Manual, Dinkmeyer, McKay and McKay, 1987.

HO 5-5

DIVORCE EDUCATION

General Information Handout

I. Scope of the Problem:

1. Fourteen million children under 18 years of age have divorced parents. There are one million additional divorces annually.

2. Twenty-five percent of our children live with a divorced, separated, or re-married parent. Forty-five percent live with one parent before 18 years of age.

3. Twenty-five percent of divorced, separated, re-married, or single mothers receive child support.

II. Stress and Its Causes

1. Stress is the biggest problem experienced by children of divorce.

2. Stress is produced by not dealing with the internal feelings and external conditions of the divorce.

3. Other causes of stress:

   a. Lack of information
   b. Unresolved feelings of anger, guilt, (cause of divorce) and loneliness (often alone more)
   c. Communication problems with parents about the divorce
   d. Parents' dating
   e. Double holidays
   f. More babysitter supervision
   g. Less income
   h. New rules or two sets of rules
   i. Often new relatives
   j. Custody battles
   k. More joint custody. Young children don't know where they live.
   l. Change

III. Behavior Showing Signs of Stress

1. Absentmindedness: Daydreaming, inattention, incomplete work, poor listening

2. Nervousness: Fidgeting, nail biting, talking out

3. Moodiness: Mood swings, memories triggered by an occurrence that may seem unrelated

4. Weariness: Lethargic, lack of sleep

5. Withdrawal: Fear of disclosure to the class

6. Declining Grades: Homework becomes an impossible task

7. Acting Out: Restless and aggressive behavior, emotions often correlate to parent composure

8. Physical Complaints: Endless ailments

9. Damaged self-concept

Children with no apparent problem may have internal confusion and frustration. Support is very important.

V. Children Universally Experience:

At all ages:

1. Shock
2. Depression
3. Denial
4. Anger
5. Low self-esteem
6. Feeling of responsibility (usually among pre-teens)

Ages 6 through 8:

1. Responsibility of the split-up
2. Fears of abandonment and loss of love
3. Old enough to know what is going on, but too young to have adequate coping skills
4. Most critical age for children of divorce and most common age group affected
5. Boys often try to become the missing parent if the father has left

Ages of 9 through 12:

The most distinguished emotion is anger directed at the parent thought to be the initiator of the divorce. This anger may be displayed in numerous behavioral forms.

Teenagers:

Feel little blame but have a "loyalty" dilemma.

Boys are often the hardest hit:

1. More is expected of them
2. Receive less support from mothers, teachers, and peers

Regardless of age and sex distinctions, the desire to reunite the parents is very strong usually.

VI. Child Adjustment:

Adjustment following a divorce varies with the age of the child and the stability after the separation.

1. Impact begins to ease 1 to 2 years after the separation
2. Five years later:
    a. 1/3 seemed resilient
    b. 1/3 muddle through
    c. 1/3 looking back, bruised

VII. Process for Help and Support:

1. Read a book or see a film about divorce to break the ice
2. Follow the story with a planned discussion
3. Provide an opportunity through the discussion for the children to share with their peers. Children from families not divorced will have a better understanding about divorce. Most children are curious, but will not ask.

Developed by Tommie Radd and Chris Simmons

HO 6-1

Steps to Choosing the Right Child Care

What are your child-care needs, and how can they best be met? These are issues to be considered, but you must also be realistic about your choices on the basis of your economic situation. The main options are:

Live-in housekeeper/nurse
Nonlive-in housekeeper/nurse
Babysitter (you take the child to their home)
Babysitter (comes to house after school daily)
A relative or friend who lives close by
Daycare or preschool facility

To make the right choice from the available options, you should carefully analyze the following:

1. Realistically, what can you afford? Write down a specific amount which your budget will allow you to pay for child care.

2. Investigate your market. Find out what you will get for the amount you can afford. Use the following resources:

   --Talk to friends who have their children in some kind of day care; ask friends to talk to other friends for you.

   --Call a few domestic agencies and day-care centers to test which you can better afford. If you do not have any other way of investigating, run an ad in the local newspaper spelling out exactly what you want and what you can pay. See what kind of response you get. You will know quickly.

3. Now that you know your options, look at your own situation closely and decide, "Which arrangement will work best for me, giving me the most comfort and security?" Break it down into these questions:

   --What arrangement best suits the way we live and my work schedule?

   --What arrangement works best for what I want to do for my child?

   --What trade-offs am I willing to make?

4. When you know your options and your needs, then start looking for the facility or person that will meet your needs.

5. Finally, be flexible. As time goes by, your options and requirements for child care will change. If you discover a better way, pursue it. If your present financial situation improves, upgrade your child care if you think it needs improvement. If it is going well, leave it alone. When possible, have stand-by child care available, in case the present child care falls through.

HO 6-2

What To Look For In A Quality Day-Care Facility

1. How much does it cost?
2. What type of discipline is used?
3. Are structured, educational classes and free playtime provided?
4. Is the staff trained?
5. Do they serve quality meals?
6. Are the children segregated into appropriate age groups, doing appropriate age activities?
7. Are the parents kept well informed of child's progress?
8. Is there a low teacher-child ratio?
9. Are parents welcome to drop in and observe anytime?
10. Is the facility clean and cheerful?
11. Is it overcrowded?
12. Do caretakers seem to enjoy working with the children?
13. Do the children seem to be happy and enjoying themselves?
14. Is there after-school pickup?
15. Is center conveniently located?
16. What is their policy about taking sick children?

Other considerations -- How do you find quality day-care centers? Getting references from friends may be the best way to find a good day-care facility; however, it is still wise to visit the center yourself to see if it meets your standards. You may have to simply look for listings in the phone book, but again, be sure to visit the center, looking for the qualities you want.

Are there facilities in the area that take sick children for days when you simply cannot take off a day or more of work? Some hospitals have such drop-in facilities for children, which you pay on a daily basis. More rare, but they do exist, are day-care facilities set up to take sick children. These are options you may want to look into so you will be prepared when your children are sick.

HO 6-3

Keeping Your Children Safe When They Are Home Alone

- If possible, don't leave children under age 10 home alone and don't leave those over age 10 alone for more than 2 1/2 hours.

- Instead of putting your oldest child in charge of the other children, assign tasks directly to each child and have each child report to you.

- Call your children periodically or have them call you when they are home. This shows that you're thinking of them. There may be a telephone service in your area of the country that children can call when they are home alone and feel lonely.

- Instruct your children in what to say when they answer the telephone. You may want them to say something such as "Mom is in the shower" or "Dad has company right now. Can he call you back?" You could also use a special code (for example, two rings, hang up, and call again) so that your child will know it's you calling. Codes can also prevent your child from going with anyone who does not use the code. (For example, an authorized person might say, "I'm from Bluebird.")

- Help your children build a stable routine. Regular responsibilities, a set time to watch television, and an occasional visit to a friend help to do this. Pets, especially dogs, can provide both safety and companionship.

- Try to get home at the same time each day. If you are late, your children may feel abandoned. Leave work on time and don't stop for errands. Pick up your children and take them with you if you need to run errands. If you know you'll be late, call and reassure your children and give an alternate time when you'll be home.

- Ask neighbors if your children can contact them in an emergency. The Parent Watch Program, sponsored by many PTAs, provides stickers for parents who are home after school to place in a window. Children can go to one of these homes for help. Don't be embarrassed to ask your neighbor for help. Perhaps you can do something in exchange for your neighbor's looking out for your child after school. You might want to pay an adult to be available. Assure your child that this is one adult it is OK to approach.

Suggestions from Dr. Thomas J. Long in The Parents Without Partners Sourcebook

HO 6-4

How Can You Find Child Care?

Day-care center

1. Ask friends about centers they use.
2. Check phone book.
3. Call most-promising centers.
4. Visit centers--checking for desired amenities.

Babysitters for evenings or weekends

1. Ask friends about sitters they use.
2. Ask neighborhood teens if they do babysitting or have friends who do.
3. Check with local high school and college counselors or work programs.
4. Check with churches (youth director) for teens or adults who babysit.
5. Trade out child care with friends--take turns caring for each other's children, or friends without children might be willing to trade out babysitting for some service you could do for them.
6. Ask relatives, if available.

HO 7-1

Possible Financial Resources

1. Loans -- Literature reports that some single fathers obtain bank loans or second mortgage loans to help them through temporary financial difficulties. Those who reported doing this reported little difficulty getting loans and supportive loan officers. How common is this really? What about the man who is already sinking in his financial difficulties; are banks going to be receptive to these people, and are they just buying themselves more trouble taking out a loan? This is a possible avenue of help, but a limited one.

2. Public Assistance -- Public Assistance is theoretically for anyone who needs it. Programs such as AFDC--Aid to Families with Dependent Children--are supposed to be open to men and women. However, some single fathers report difficulty getting help through Social Services and that they were met with a good deal of suspicion and biases. Also, aside from this, there is a limitation on the amount of money one can earn and still qualify for such programs. However, if one did qualify for the program, services such as food stamps, medical care, and dental care would be provided. The majority of fathers, however, regardless of financial difficulty, would not qualify for such services.

   In Kentucky, a father making $10,000 a year with two children, in most cases, would not qualify for AFDC but might qualify for food stamps.

3. Careful Financial Planning -- By carefully budgeting monies coming in, one could gain control of his finances. Consulting a professional financial planner or accountant might be a good investment if the father has difficulty handling his finances. For people with large debts, there is the nonprofit Consumer Credit Counseling Service that might be able to help. A counselor can help you to get control of your finances, pay off debts, avoid getting deeper into debt, and will help you to deal with creditors in a positive way. For a referral in your area, send a self-addressed, stamped envelope to:

   Consumer Credit Counseling Services
   9418 Annapolis Road
   Lanham, MD 20706

   Or To The

   National Foundation for Consumer Credit Inc.
   8701 Georgia Avenue
   Silver Spring, MD 20910

4. Creative Ways to Save or Make Money

- -- Learn to make some trade offs in your lifestyle; that is, decide what is really important and what you would be willing to give up to have those things.

- -- Cut out an expensive habit--smoking, drinking, constant snacking, lunch out every day, impulse buying, etc.

- -- Explore money-saving co-ops--babysitting co-ops, grocery co-ops. Perhaps the father and his friends could trade their own skills with each other to take care of household repairs without calling in outside, expensive repairmen.

- -- Be a smart consumer--shop sales, garage sales, thrift or second-hand clothes sales. Find free entertainment--parks, free museums, matinee movies, etc.

- -- Get children involved, without scaring them--how can they, as part of the family, help with the finances?

    a. Help them to understand the limited budget and to not expect to get expensive items

    b. Older children could work part-time to earn own spending money

    c. Encourage younger children to earn spending money by doing chores around the house--will free some of Dad's time

    d. Teach them to save money

- -- Turn hobbies into extra cash. If you have a marketable hobby, try selling it; it could bring in a little extra money.

What Does Money Mean To You?

- Do you feel fairly confident about your ability to earn and use money wisely? When things are tight, do you tend to see this as a temporary situation?

- Do you feel pessimistic about your financial future? Do you become emotionally unhinged when faced with money problems?

- When you are feeling depressed, lonely, unloved or unlovable, does spending money and acquiring something new make you feel better, at least temporarily?

- Do you equate money with security? What amount makes (or would make) you feel secure? Do you tend to revise this amount upward when you reach a previous monetary goal?

- When you are feeling guilty or do not know what to say to the kids or how to be with them or fear that you are losing their love, are you tempted to give them money or gifts?

- Are many of your fantasies about future happiness centered primarily around having more money or material possessions?

- Do you recoil at the idea of a budget--equating "budget" with "restriction" and "deprivation"?

- When you are angry with your kids or ex-spouse, do these feelings influence your money actions--causing you to demand more or withhold more?

These are just a few questions you might consider in determining whether you use money in emotional ways. Perhaps your sense of security, control, or happiness is tied intrinsically to your financial state, and the prospect of a financially lean time or a strict budget brings on feelings of anger, depression, and hopelessness. Or perhaps you feel that despite a tight budget, you will always have enough money to meet your basic needs.

Understanding your feelings about money will help you to better understand and cope with some of the financial challenges that you may be facing as a single parent.

Taken from: SOLO PARENTING, YOUR ESSENTIAL GUIDE, K. McCoy,
New American Library, NY, 1987, pp. 127-128.

HO 8-1

Time Management Skills

To manage time effectively:

1. Be aware of how you spend your time each day.

   --Keep a log

   --Evaluate the results

   --Identify needed changes and change them

2. Set priorities so you know what's important to you and what is not.

   --Which goals are more important for you to achieve

   --What activities are you doing that don't help you achieve your goals

   --Prioritize your daily tasks; this will help you achieve your goals

3. Establish goals for your personal, work and family life.

   --Set short-term goals

   --Set long-term goals

4. Plan a strategy to meet your goals.

5. Develop habits that will help you get what you want in life. Plan ahead.

HO 9-1

Suggestions For Locating Male Single Parents

1. Check with local single parent groups

2. Check public records--divorce records, newspaper listing of divorces

3. Word of mouth--ask single fathers you contact for names of other single fathers they may know

4. Advertise--radio and/or TV public service messages, posters in day-care centers, churches, doctor's offices, work places, schools, etc.

5. Referrals--from local agencies that deal with single fathers--become another resource these agencies can use to help their clients -- Social Services, mental health clinics, schools, churches, work places

HO 9-2

Creating a Support Group for Male Single Parents

The support group we have outlined includes an educational unit. In this way the group meetings will have some structure and will specifically cover some of the issues the fathers deal with in their new role. The group would run two hours each session, with the first hour devoted to the educational portion and the second hour devoted to the group discussing their problems. The group would run with this framework every other week for ten sessions, then drop down to once a month, if the group preferred, to simply carry on the supportive part of the group. There would be a group facilitator, whose function would be facilitating group discussions and activities and planning and evaluating group meetings.

Before the group starts, send out letters asking group members to list as priorities the topic they would most like to be covered at No. 1 and the least important topic at No. 10. Topics: divorce issues, emotional issues, parenting skills, child development, time management, and housekeeping-shopping tips. Ask participants to include other issues they feel need to be covered or don't need to be covered. This way the group should be better able to meet the needs of the participants. At the first meeting the group should spend some time getting to know one another and build rapport within the group. Share names, number of children, etc.

HO 10-1

Stressors for the Single Male Parent

1. Stressful life changes--Major changes in our lives create stress. Some of these changes for the single father might include adjusting to the absence of the wife in the home, moving to a new home, role changes -- becoming housekeeper and nurturer.

2. Conflicts with ex-wife--There may be continued conflicts with the ex-wife concerning child visitation or financial issues. The father may still be feeling angry and resentful. He may feel guilty because of the break-up of the family.

3. Increased responsibility--No longer does the father have someone with whom to share the family responsibilities. He must now be provider, child-care provider, nurturer, housekeeper and all other roles usually provided by two parents. This increase in responsibility is very stressful. This situation may be intensified by the fact that often the father feels an overwhelming desire or need to succeed at all these tasks. He often feels that he should be able to do them all and do them well. Often he is reluctant to seek outside help for fear he will seem less competent.

4. Decreased financial resources--As discussed previously, because of divorce costs and settlements, decrease or loss of income due to family responsibilities, and increased expenses (such as child care or housekeeping needs) just when the father may need more income, he will likely be faced with a decrease in his financial resources. This is another stressful, anxiety producing issue in his life at this point.

5. Lack of confidence--He may be feeling inadequate in these new roles, which may effect his self-esteem.

6. Loneliness--Often after the divorce the single father changes his circle of friends. He has less in common with his married friends and in some cases may even be viewed as a threat to the married friends after he is single. This loss of friends may result in his having no one to confide in, to talk about his problems, or to ask for advice.

The single father may be experiencing all or part of the issues listed above. Without an outlet or some support to deal with these issues, he may get overwhelmed, depressed, and feel his life is out of his control. Not all single fathers need professional counseling; however, they should be made aware that it can be a valuable resource when needed.

HO 10-2

Assess Your Need For Professional Counseling

Are you

- --Unable to solve your problems by talking with your friends or family?
- --Feeling frustrated trying to deal with your children?
- --Beginning to feel like a failure at life?
- --Using alcohol or drugs on a daily basis to help you cope?
- --Experiencing depression?

  Symptoms--Withdrawal from people and activities
  - --Loss of pleasure and enjoyment of life
  - --Physical discomfort -- aches, pains, fatigue, poor digestion, poor concentration, irritability, problems sleeping -- too little or too much
  - --Daily activities seem harder to cope with

Would you like to

- --Improve your communication skills?
- --Mend hurtful and faulty patterns of family relationships?
- --Cope with crisis and change?
- --Overcome depression?

Everyone at some point in their life needs some help working through their problems. Sometimes talking to a friend, relative, or your minister is all you need. However, if you are feeling overwhelmed by the problems in your life and talking to friends is not helping, then seeking professional help may be a very positive choice. A professional counselor will help you work through your problems; he or she will not be making your decisions for you.

HO

Reading Resources For Male Single Parents

For Children:

Fiction--
- IT'S NOT THE END OF THE WORLD/Blume
- THE BLUE YEAR/Bradbury
- THE AGAINST TAFFY SINCLAIR CLUB/Haynes
- THE BOY WHO COULD MAKE HIMSELF DISAPPEAR/Platt

Nonfiction--
- SURVIVING YOUR PARENT'S DIVORCE
- COPING WHEN YOUR FAMILY FALLS APART
- THE BOYS AND GIRLS BOOK ABOUT DIVORCE/Gardner, R.
- HOW TO GET IT TOGETHER WHEN YOUR PARENTS ARE COMING APART
- MY OTHER MOTHER, MY OTHER FATHER
- WHAT ABOUT ME?

For Adults:

- THE PARENT'S BOOK ABOUT DIVORCE/Gardner, R.
- THE PARENT'S WITHOUT PARTNERS SOURCEBOOK/Atlas
- CHILDREN THE CHALLENGE/Dreikurs, R.
- STRESS MANAGEMENT: A COMPREHENSIVE GUIDE TO WELLNESS/ Charlesworth, E. and Nathan, R.
- PARENT EFFECTIVENESS TRAINING/Wyden, P.
- HOW TO TALK SO KIDS WILL LISTEN & HOW TO LISTEN SO KIDS WILL TALK/Faber, A. and Mazlish, E.
- SOLO PARENTING, YOUR ESSENTIAL GUIDE/McCoy, K.

Trans. 2-1

Differences in Male and Female Single Parents

Trans. 2-2

Occupations listed by 26 of the participants are grouped into the categories that follow:

college teacher	4	mechanic	2
service manager	2	student	1
professional	1	clerk	3
assembly-line worker	1	locomotive engineer	1
airline supervisor	1	sales rep	1
high school teacher	1	auto sales	1
self-employed	1	consultant	1
post office	1		

The following chart displays the income revealed by 25 of the participants.

One was unemployed and listed benefits of $2,364.

$50,000 and over	3
$40,000 to 49,999	3
$30,000 to 39,999	8
$20,000 to 29,999	9
$15,000 to 19,999	1
$10,000 to 14,999	1
$ 5,000 to 9,999	1

The group, as a whole, had a high educational level. Twelve men had college or college plus advanced degrees. Six had high school degrees plus some college. Three had high school degrees plus some trade or vocational training. Five men had high school degrees, and one reported completing the tenth grade.

All the respondents were Caucasian. Religious preferences were: Protestant (17), Catholic (2), None (11). The ex-wives of these men had remarried in only 11 cases. One wife was deceased. Twenty-three men reported having been married only once. Five had been married twice--one person was married three times and one man had never been married. Twenty-four of the males were Kentucky residents; five were from Ohio and one was from Indiana.

THE RESULTS OF THE QUESTIONNAIRE

CHILD CARE AND HOUSEKEEPING

1. During school hours, where are your children? (check all that apply)

school	28
sitter	4
with me	1
day care	2
relative	2
other	0

2. After school hours, if you are not home, who takes care of the children? (check all that apply)

I am home	7
after-school programs	2
relative/friend	7
they care for themselves	11
day care	2
sitter	7
I do at work	0
other	1 (their mother)

3. How satisfied are you with the child care arrangements you have made? (check one)

very satisfied	10
satisfied	13
mixed	5
unsatisfied	1
very unsatisfied	1

4. Were you usually more involved than your wife in these areas when married? (check one response for each area)

	more involved	same	less
A. cooking	5	5	9
B. cleaning	1	10	18
C. laundry	8	8	22
D. shopping	6	13	11
E. discipline	21	11	1
F. activities	11	16	3
G. role of bread winner	22	9	0

5. Who usually takes care of these areas now? (check one response for each area)

	I do	children	we all do	other
A. cooking	21	4	1	0
B. cleaning	16	12	2	0
C. laundry	23	6	1	0
D. shopping	23	7	0	0

6. Rate how comfortable you feel in these housekeeping and child care areas. WRITE NUMBER FROM FOLLOWING SCALE NEXT TO EACH ACTIVITY:
1 VERY COMFORTABLE 2 COMFORTABLE 3 MIXED 4 UNCOMFORTABLE 5 VERY UNCOMFORTABLE

	very comf.	comf.	mixed	uncomf.	very uncomf.
A. cooking	12	9	6	4	1
B. cleaning	4	16	8	1	1
C. laundry	5	16	8	0	0
D. shopping	17	8	4	0	1
E. discipline	9	13	6	1	0
F. activities with kids	12	12	4	1	1
G. role of breadwinner	19	5	2	1	3

EMPLOYMENT

7. What changes have you experienced due to being a single parent? (check all that apply)

bringing work home	5
reducing travel	10
reducing work load	5
working flexible hours	10
having to miss work	8
arriving late/leaving early	12
taking new job/changing job	7
taking on additional work	1
being fired	0
quitting	1
none of these	7

8. How difficult has working and raising your child alone been for you?

very	4
somewhat	20
not at all	6

YOUR SOCIAL LIFE

9. Put a 1 by the people you see most often and a 2 by the people you see next most often when you socialize without the children.

	#1	#2
friends	14	12
dates	10	9
roommate	0	1
live-in lover	2	0
relatives	9	5
other	3	1

10. Put a 1 by the people you see most often and a 2 by the people you see next most often when you and the children together socialize with others.

	#1	#2
single-parent families	5	4
two-parent families	2	6
single friends of mine	5	6
friends of the children	12	6
relatives	17	7
other	0	0

11. How often do you date?

one a week or more	8
once or twice a month	8
rarely	8
never	3

12. How often do you and the children together socialize with others?

	#1	#2
once a week or more	9	9
once or twice a month	10	10
rarely	10	10
never	1	1

13. How satisfied are you with your social life?

very satisfied	6
satisfied	6
mixed	9
unsatisfied	8
very unsatisfied	1

YOUR RELATIONSHIP WITH YOUR CHILDREN

14. Most of the time are you satisfied with your relationship with the children?

very satisfied	12
satisfied	13
mixed	4
unsatisfied	1
very unsatisfied	0

15. How satisfied are you with how your children are doing in most areas of their lives?

very satisfied	9
satisfied	11
mixed	8
unsatisfied	2
very unsatisfied	0

16. Overall, rate yourself as a parent.

excellent	8
good	16
adequate	6
fair	0
poor	0

BEING A SINGLE PARENT

17. Rate how helpful these areas have been in helping you adjust to being a single parent. (write number from following scale next to each area below)

1 very helpful 2 somewhat helpful 3 not helpful
4 does not apply to me

	very helpful	somewhat helpful	not helpful	doesn't apply
A. seeing a mental health counselor:	4	4	3	19
B. talking with friends:	14	12	2	0
C. having an intimate relationship:	6	10	4	9
D. getting involved in religion:	2	8	5	13
E. involvement in social activities:	3	11	4	8
F. being sole parent to children:	6	8	5	7
G. getting legal help:	3	6	3	15
H. helping myself:	15	10	0	1
I. support from relatives:	13	7	2	4
J. meeting other single parents:	2	13	2	9
K. joining Parents Without Partners:	2	2	3	21
L. joining a men's support group:	0	0	1	26

18. Rate how difficult these areas have been for you as a single parent. (use following scale)

1 very difficult 2 difficult 3 slightly difficult
4 not at all difficult

	very diff.	diff.	slightly diff.	not at all
A. dealing with loneliness:	5	8	9	7
B. handling children's feelings:	2	10	13	4
C. managing housekeeping:	3	3	13	10
D. arranging child care:	0	5	12	13
E. fathering without the mother:	2	4	13	7
F. changing financial lifestyle:	5	2	14	8
G. arranging time for myself:	7	7	10	3
H. arranging time to be with children:	1	6	13	10
I. maintaining social life:	9	7	9	5
J. maintaining work level:	5	4	9	10

19. Rate how helpful these areas would be to you as a single parent. (use following scale)

1 very helpful 2 helpful 3 slightly helpful
4 not at all helpful

	very help.	help.	slightly help.	not at all
A. more information on child development:	5	12	6	7
B. more information on single parenting:	6	12	4	7
C. wider acceptance of men as sole parents:	10	7	6	7
D. counseling services for single fathers:	6	12	4	8
E. more day care/after-school programs:	3	4	7	14
F. more legal support for men:	13	4	4	7
G. more workplace flexibility:	9	5	8	7
H. more time with children:	7	7	10	5
I. having spent more time with children in the past:	6	5	10	5

Rate how much you agree with statements 20-30. (use following scale)

1 strongly agree 2 agree 3 unsure 4 disagree
5 strongly disagree

	str. agree	agree	unsure	disagree	str. disagree
20. I feel uncomfortable being single again.	1	6	7	11	4
21. I raise my children the way I want to without interference.	7	8	1	9	4
22. I feel overburdened by the children sometimes.	4	9	3	9	4
23. The children would rather live with my ex-wife than me.	0	0	2	10	17
24. I feel some of the things I am doing with my children a woman should be doing.	4	4	6	9	8
25. I am financially secure enough to provide the basics for myself and my family.	10	16	0	1	3
26. I feel trapped in my current situation.	2	5	5	10	7
27. Having a woman spend time with my children has helped me as a single parent.	5	10	4	7	2
28. Membership in Parents Without Parents has helped my social life.	3	0	3	3	8
29. My current relationship with my ex-wife hinders my life.	5	5	4	9	6
30. Contact my children have with my ex-wife makes things easier for me.	4	8	2	7	8

RELATIONSHIP WITH EX-WIFE

31. How involved is your ex-wife with the children?

very involved	6
somewhat involved	8
slightly	12
not at all	4

32. Are you satisfied with your ex-wife's involvement with the children?

I am satisfied	16
No: She's not involved enough	10
No: She's too involved	2

33. Would you call your ex-wife for help with the children?

never	8
only in emergency	12
sometimes	9
frequently	1
don't know where she is	0

34. Do you call your ex-wife to talk about yourself?

never	22
only in emergency	4
sometimes	3
frequently	0
don't know where she is	0

35. How often do your ex-wife and children see each other?

once a week or more	10
every other week	9
once a month	2
summers	3
holidays	3
never	3
other (once every three months)	1

36. How many overnights a month do the children spend with your ex-wife?

The average was 4.9 nights per month. Two respondents indicated 15 nights. Eight respondents indicated zero nights per month.

37. Which words describe what you generally feel about your ex-wife? (check up to 2)

anger	9
love	1
hate	4
lust	0
caring	6
fear	1
distrust	15
trust	2
attachment	3
indifference	10
confusion	6
hurt	7

38. Rate your ex-wife as a mother now.

excellent	1
good	7
adequate	6
fair	5
poor	11

39. Did your breakup come as a surprise to you?

yes	17
no	8
unsure	5

40. Did you want the marriage to end?

yes	5
no	20
unsure	6

41. Did you initiate the breakup?

yes	5
no	18
mutual decision	7

42. How stressful was the marital breakup for you when you separated?

no stress	1
a little stress	1
some stress	6
a lot of stress	22

43. Are visitation decisions handled amicably now?

yes	14
no	8
somewhat	8

44. Did you want sole custody when you first knew the marriage was ending?

very much	17
somewhat	8
wanted share custody	6
did not want custody	1

45. How was it decided you would have custody? From the reasons below, check up to two that are the most applicable.

A.	I won custody suit	15
B.	mutual agreement	9
C.	children picked me	9
D.	wife wanted career	4
E.	we agreed I was better parent	2
F.	wife remarried	0
G.	wife could no longer handle children	7
H.	I abducted the children	0
I.	wife wanted to avoid court fight	6
J.	I offered more secure home	8
K.	wife was too ill to take care of them	1
L.	wife deserted us	0
M.	children need male role model	1
N.	other (specify) "Wife had boyfriend who didn't like kids."	

46. Was the decision to have the children live with you stressful for you or your ex-wife?

only for her	9
only for me	3
stressful for us both	8
not stressful for us	9

47. Do you live with any other adult more than half of the time?

yes	3
no	27

(if no, go to question #49)

48. Would you describe this person(s) as:

parent	1
lover	1
relative	1
roommate/tenant	0
housekeeper	0
other	0

49. Was your child's sex a factor in your wanting custody?

yes	9
no	21

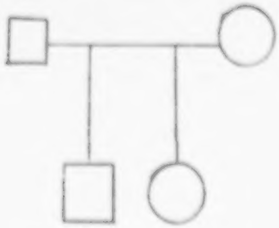
50. Do you have legal custody of your children?

yes	27
being legalized	1
no	2

Trans. 3-1

Family as a System

1. Intact Family

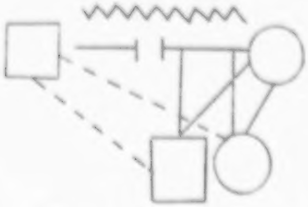


a) Spousal, Parental, and Sibling Subsystems

b) Hierarchy

c) Boundaries

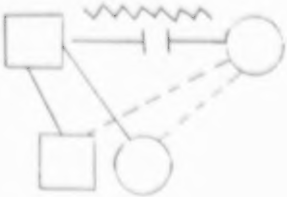
2. Family Dissolution



a) Father in conflict with mother and distant from children

b) Disruption of parenting roles

3. The Male Single Parent Family

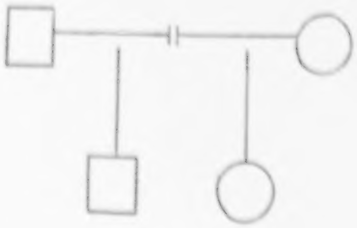


a) Mother in conflict with father and distant from children

b) Disruption in parenting roles

Trans. 3-2

Equal Access Model



Access of both parents to children

Benefits of Joint Custody

1. Both parents have equal access to their children.

2. There is less disruption in the lives of children.

3. Frequent contact with both parents is associated with positive adjustment in children.

4. Joint custody reduces litigation.

Trans. 4-1

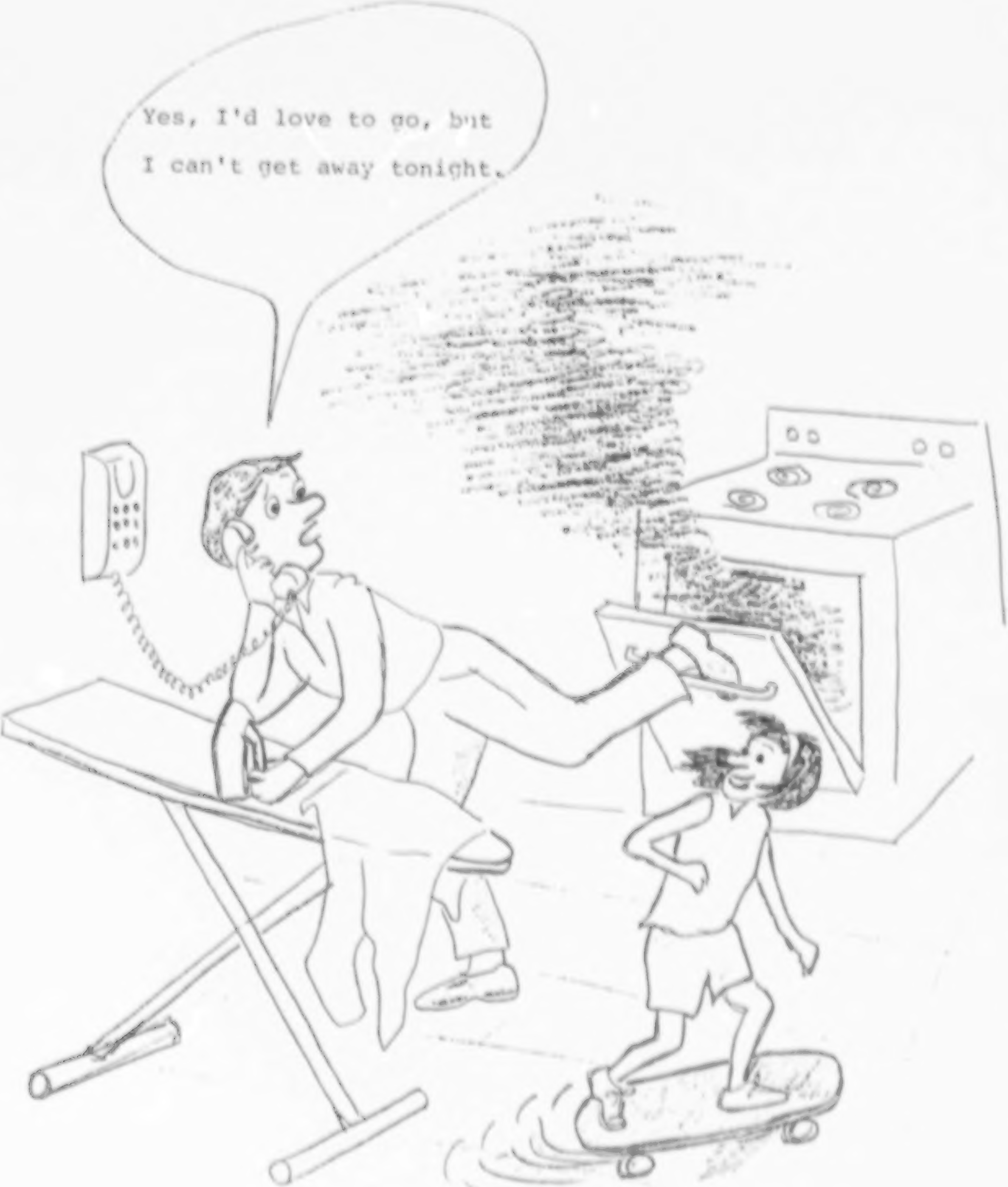
Difficulties of Single Fathers

1. Loss of married friends
2. Lack of child care
3. Spending extra time with children
4. Lack of time

Children

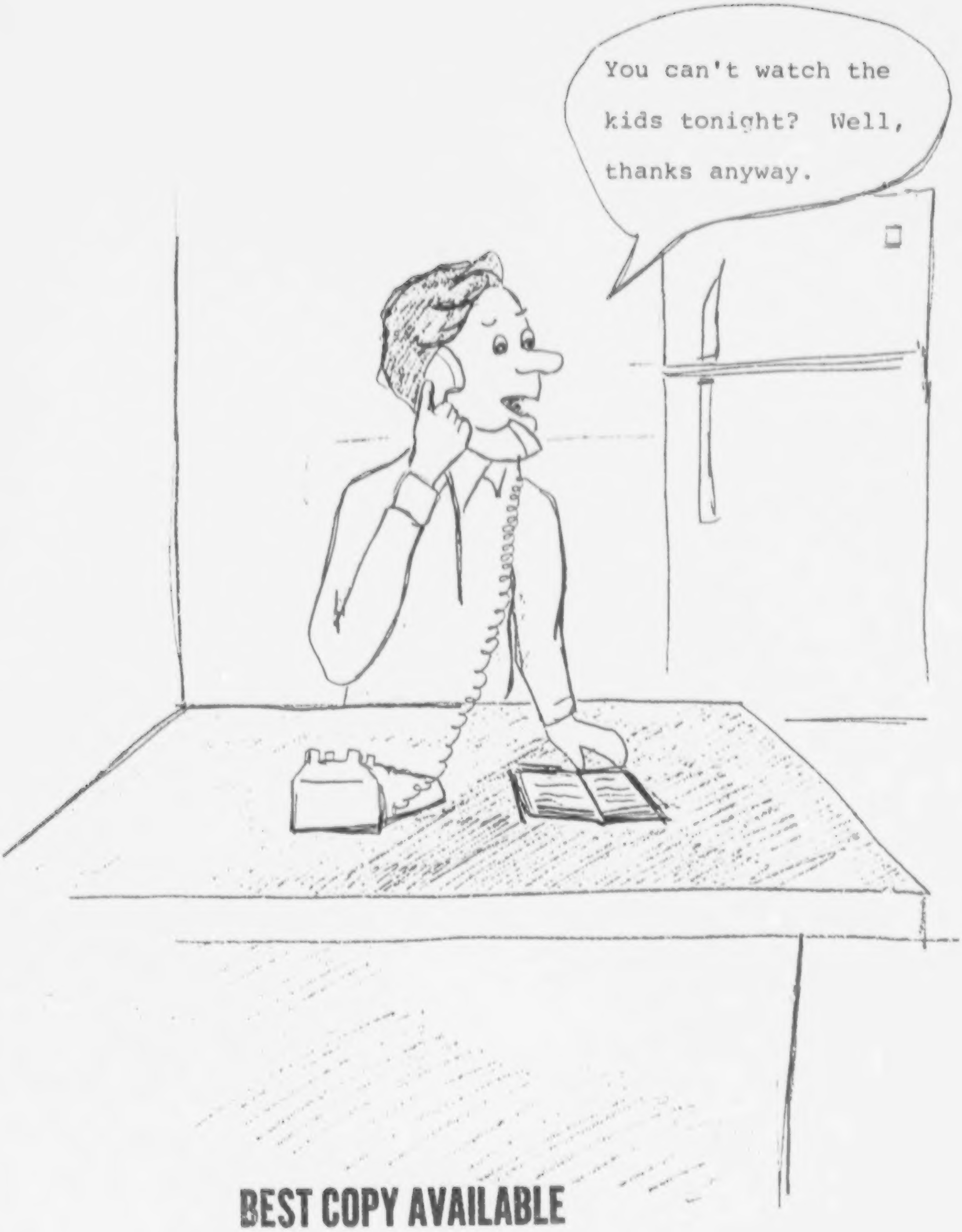
- Sabotaging
- Encouraging
- Indifferent

Trans. 4-2


Yes, I'd love to go, but
I can't get away tonight.

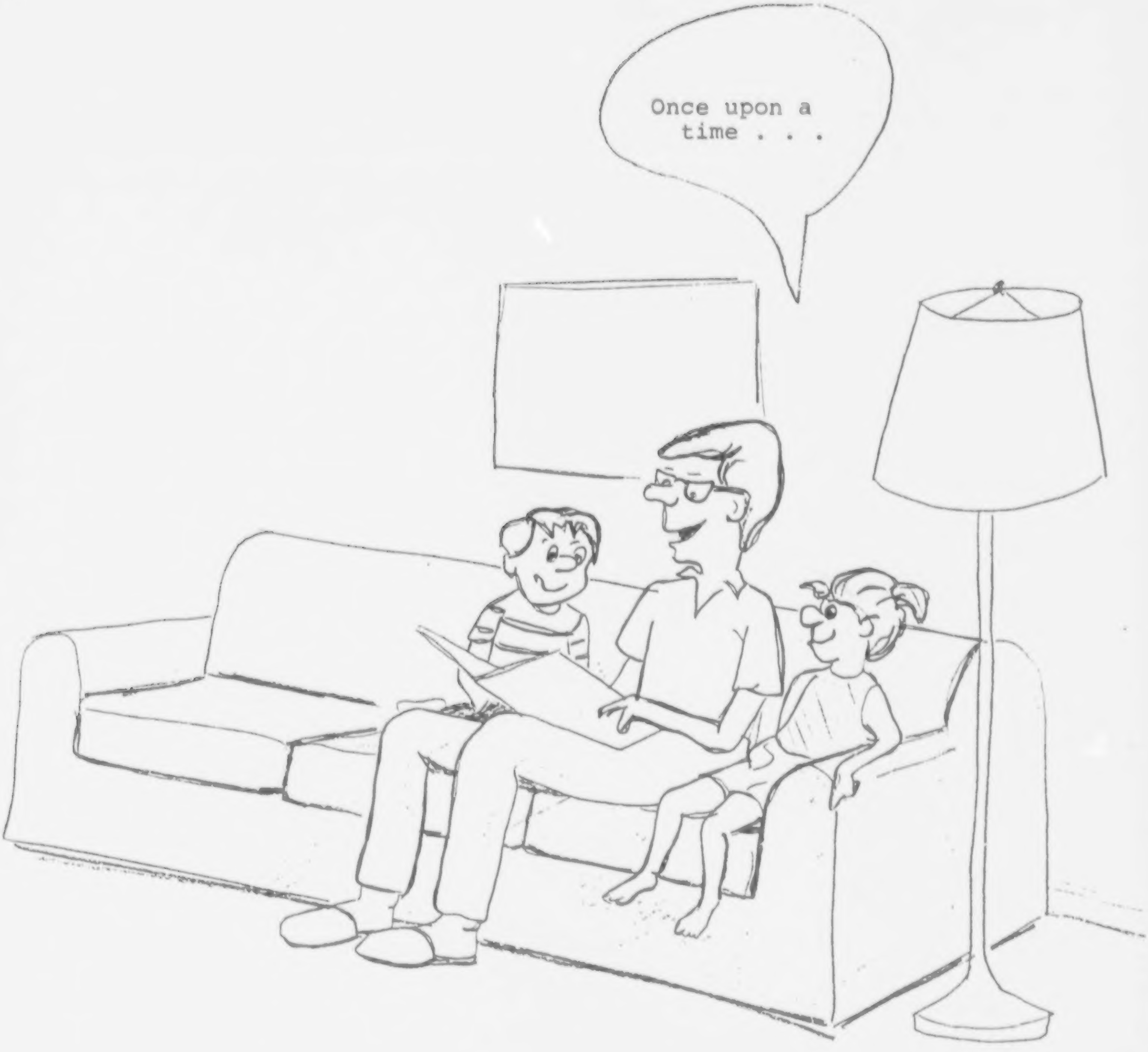
Lack of time.

BEST COPY AVAILABLE


You can't watch the kids tonight? Well, thanks anyway.

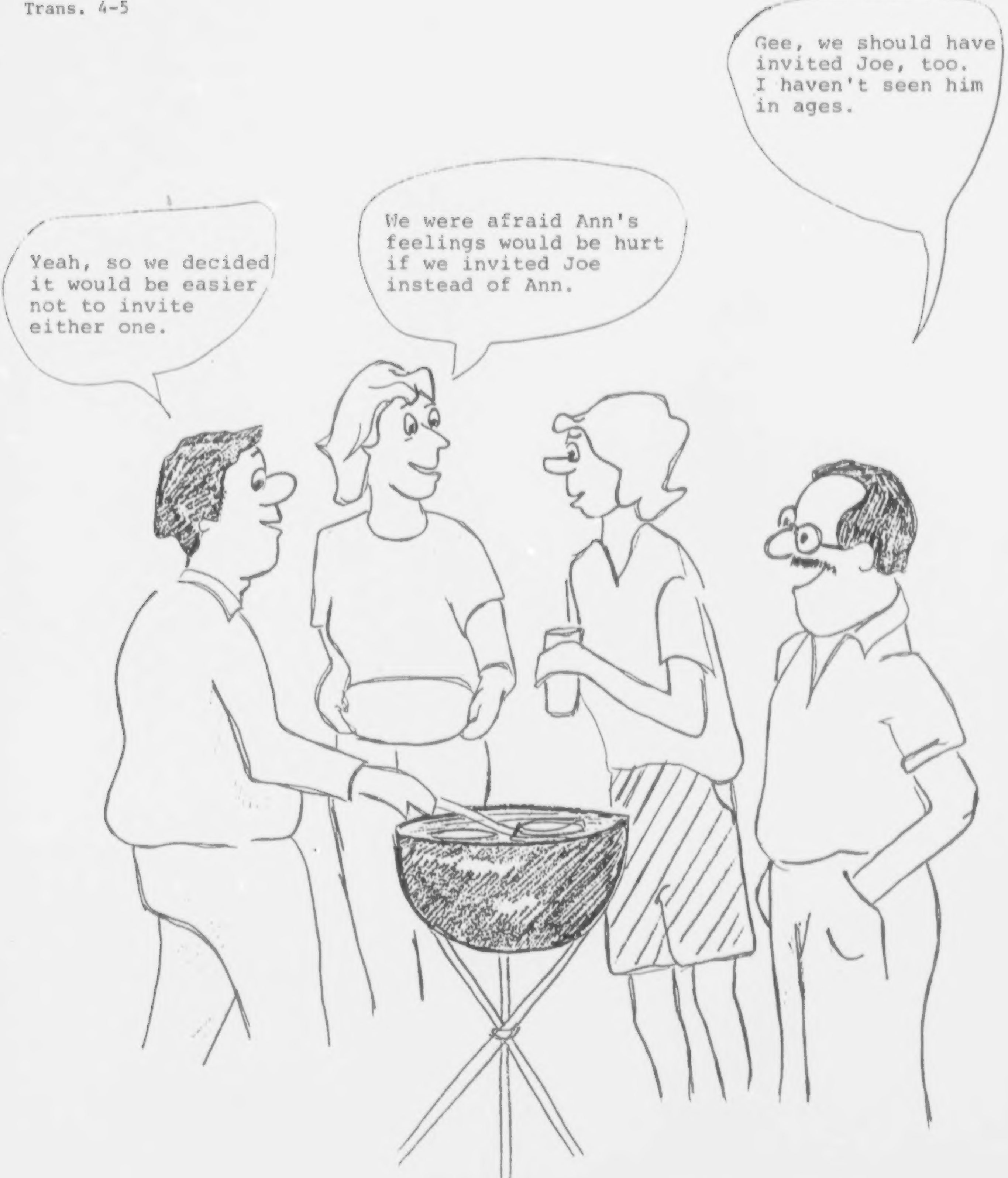
BEST COPY AVAILABLE

Lack of child care.


Once upon a time . . .

BEST COPY AVAILABLE

Spending time with children.


Gee, we should have invited Joe, too. I haven't seen him in ages.
We were afraid Ann's feelings would be hurt if we invited Joe instead of Ann.
Yeah, so we decided it would be easier not to invite either one.

BEST COPY AVAILABLE

Lose touch with friends.

Trans. 5-1

What are some of the emotional issues a single father must deal with, particularly a newly divorced or widowed father?

Trans. 7-1

Financial Stressors

Divorce costs

- Alimony
- Cash settlements
- Loss of community property

Loss of ex-wife's income

Loss of ex-wife's domestic service

Job loss or demotion

Funeral costs if wife is deceased

Misbudgeting financial needs

Financial Stressors The Single Father Often Faces

1. Divorce Costs--The divorce may be very expensive depending on the length of the court battle and the final settlement. Settlements may include alimony (less common today), a large lump-sum settlement or the loss of community property such as the home, car, furniture, etc. Any of these settlements will reduce the father's net worth.

   -- Alimony will decrease the monthly income.

   -- A large cash settlement may deplete or significantly lower savings holdings.

   -- Loss of community property will mean that the father will probably have to replace some of the items, which will affect either his savings or monthly income.

   The father may be starting out in single parenthood with a deficit financial situation and find additional financial burdens placed on him as he settles into the new role.

2. Loss of ex-wife's income--In a dual-career family, the loss of the wife's income can represent a severe loss of income. If the wife's income represented 1/4 to 1/2 of the family's income, its loss would result in the need to lower the family's standard of living.

3. Loss of ex-wife's domestic service--In the family in which the wife did not work outside the home or only worked part time, then the loss of the services she provided will often have to be provided through a paid service. This is predominantly in child care. Child care is very expensive, ranging typically from $40 to $50 or more a week or $160 to $200 a month. Single fathers typically handle the household chores themselves or with the help of the children so that it may not directly affect his income, although it may affect his stress level which may affect his work and in this way affect his income.

4. Job loss or demotion--As discussed previously, increased responsibilities at home may result in the father losing his job, being demoted, or loss of chances for promotion, all of which will affect the family income.

5. Funeral costs if the wife is deceased.

6. Misbudgeting financial needs when planning single-parent family budget--Some fathers reported finding that it costs more to run the single-family home than they planned on.

Trans. 7-3

Sample Monthly Budget

Net Income

Salary (Take-Home Pay) $____________________
Child Support ____________________
Alimony ____________________
Social Security ____________________
Pension/Annuity ____________________
Life Insurance Benefits ____________________
Interest/Dividends ____________________
Children's Earnings ____________________
Other Fixed Income ____________________

TOTAL FIXED INCOME ____________________

Monthly Fixed Expenses

Rent or Mortgage $____________________
Utilities ____________________
Child Care ____________________
Child-Support Payments ____________________
Alimony Payments ____________________
Telephone (Basic Rate) ____________________
Commuting Expenses ____________________
Car Payment ____________________
Car Insurance ____________________
Health Insurance ____________________
Life Insurance ____________________
Homeowner/Renter Insurance ____________________
Disability Insurance ____________________
School Expenses For Kids ____________________
Fixed Loan Payments ____________________
Savings (For Specific Goals) ____________________

Monthly Adjustable Expenses

Food for Meals at Home or Carried Out $____________________
Meals or Snacks Out ____________________
Car Expenses ____________________
Car Registration/License ____________________
Dating Expense ____________________
Cab/Bus Fare (Misc.) ____________________
Credit-Card Payment ____________________
Cable TV ____________________
Clothing ____________________
Home Furnishings ____________________
Home Repairs ____________________
Children's Allowances ____________________
Laundry/Dry Cleaning ____________________

Household Supplies ____________
Education Expenses ____________
Special Classes For Kids ____________
Special Classes/Health Club ____________
Cosmetics ____________
Haircuts ____________
Gifts ____________
Church/Charity ____________
Books and Periodicals ____________
Movies/Theater ____________
Sporting Events ____________
Travel ____________
Hobbies ____________
Medical Care ____________
Dental Care ____________
Medicine ____________
Telephone (Toll and Long-Distance) ____________
Savings (General) ____________
Investments ____________
Misc./Pocket Money ____________
Other ____________

Assets/What You Own

Home or Other Real Estate $____________
Car ____________
Personal (Jewelry, Furniture) ____________
Checking Account Balance ____________
Savings Account(s) Balance ____________
Money Market Funds ____________
Keogh/IRA Account ____________
Job Pension/Retirement ____________
Stocks and Bonds ____________
Other ____________

Liabilities/What You Owe

Mortgage Loan $____________
Car Loan ____________
Bank Loans ____________
Charge Accounts/Credit Cards ____________
Other Installment Debts ____________
Educational Loans ____________
Other Debts ____________

TOTAL LIABILITIES $____________

YOUR NET WORTH $____________
(Assets Minus Liabilities)

Trans. 8-1

Issues That May Force The Single Father To Change His Career Goals

Increased demands at home

-- problems finding child care

-- excessive days off--sick children, school vacation, snow days

-- unable to work overtime because of duties at home

-- unable to go on overnight business trips

-- preference for a less time-consuming job, because he chooses to spend more time with the children

Trans. 8-2

Father Who Wants To Pursue Current Career

--Have available reliable child care when he needs it

--Set aside a regular time which he devotes strictly to his children (quality time)

--Arrange schedule such that household chores are completed--better time management or outside help

--May want to get more education to increase career choices

--Other suggestions

Trans. 8-3

Father Who Wants To Change Career And Devote More Time To Family

--Re-evaluate career goals, get career counseling

--Arrange schedule at home more efficiently to manage home more effectively

--Find job with flexible work hours

--Other suggestions

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AGENDA

Thursday, April 21

1:00 p.m.	Registration
1:30 p.m.	Terminal Objective - One. Participants will develop an awareness of their own biases of the male single parent.
2:00 p.m.	Terminal Objective - Two. Familiarize participants with the unique issues of the male single parent.
3:00 p.m.	Break
3:15 p.m.	Terminal Objective - Three. Identify continuing relationship problems with the former spouse.
4:45 p.m.	Free Time

Friday, April 22

8:30 a.m.	Terminal Objective - Four. Assess the impact of single parenthood on the single father's social relationships and activities.
	Terminal Objective - Five. Identify and discuss parent-child issues of the male single parent family.
10:30 a.m.	Break
10:45 a.m.	Terminal Objective - Six. Identify child care issues of the male single parent.
	Terminal Objective - Seven. Discuss financial stressors and resources such as public assistance.
12:15 p.m.	Lunch

1:30 p.m. Terminal Objective - Eight. Discuss changing career goals of the male single parent.

Terminal Objective - Nine. Develop a plan for identifying and creating support group for the male single parent.

3:30 p.m. Break

3:45 p.m. Terminal Objective - Ten. Assess the need for professional counseling as a resource.

4:30 p.m. Conclusion

WORKSHOP EVALUATION FORM

Workshop____Date_____________

The Kentucky Department of Vocational Education is very interested in delivering quality education programs. Please help us meet this objective by completing this form.

1. The following parts of the workshop were most helpful to me:

   ____

   ____

2. The following parts of the workshop were least helpful to me:

   ____

   ____

3. Overall, the material was:

   _______ Presented at the proper level of difficulty
   _______ Too advanced
   _______ Too elementary

   Comments: ____

4. How would you rate the following areas?

	Excellent	Good	Fair	Poor
a. Subject content	____	____	____	____
b. Practicality	____	____	____	____
c. Organization	____	____	____	____
d. Visual aids	____	____	____	____
e. Notebook/handouts	____	____	____	____

   Comments: ____

5. How would you rate the workshop leaders on each of the following traits?

Name ______________________________

	Excellent	Good	Fair	Poor
a. Preparation	____	____	____	____
b. Knowledge of subject	____	____	____	____
c. Answering questions	____	____	____	____
d. Delivery	____	____	____	____
e. Overall	____	____	____	____

Comments: ____

Name ______________________________

	Excellent	Good	Fair	Poor
a. Preparation	____	____	____	____
b. Knowledge of subject	____	____	____	____
c. Answering questions	____	____	____	____
d. Delivery	____	____	____	____
e. Overall	____	____	____	____

Comments: ____

Name ______________________________

	Excellent	Good	Fair	Poor
a. Preparation	____	____	____	____
b. Knowledge of subject	____	____	____	____
c. Answering questions	____	____	____	____
d. Delivery	____	____	____	____
e. Overall	____	____	____	____

Comments: ____

6. Overall, I would rate this workshop: (please circle)

Excellent 10 9 8 7 6 5 4 3 2 1 Poor

7. The following suggestions would help make the workshop more valuable.

____

____

8. Why did you attend this workshop?

_______ Required
_______ Other

9. I would like to see future workshops addressing the following topics:

____

____

THANK YOU FOR YOUR COOPERATION

HOW TO
RECRUIT, RETAIN, AND PLACE
SINGLE PARENT/HOMEMAKER STUDENTS
INTO
VOCATIONAL EDUCATION PROGRAMS

I. Introduction

II. Recruitment

  A. Community Awareness and Support

  B. Assessment/Career Exploration Center

  C. Staff Development

  D. Media Blitz and Promotional Materials

III. Retention

  A. Regular Contact With Teachers and Students

  B. Support Groups

  C. Resource Center

  D. Workshops and Seminars

IV. Placement

Appendix

INTRODUCTION

INTRODUCTION

Region 5 received funding FY 88 to develop and implement a special project designed to recruit, retain, complete and place single parents in vocational programs and in unsubsidized jobs.

The foundation for the development of the project was our belief that single parent students would be attracted to Vocational Technical Education programs if three major factors were realized:

1. The single parent individual must become aware that the career field is open to them and that they can succeed in that field.
2. The single parent must be satisfied that training will provide the skills needed to compete in the job market and that this training can be completed by them.
3. The single parent must be convinced that students who graduate from these programs do get jobs.

In implementing our project, we first concentrated our energies and efforts to recruit the single parent student for assessment and career exploration. Once the student was enrolled in a Vocational Technical Education program, we directed our attention toward developing activities to support and retain the student. Upon completion of the students' technical training, we worked to assist the student in learning and practicing job search skills and techniques until unsubsidized employment was secured.

The following information is meant to serve as a manual on "How To Recruit, Retain, Complete and Place Single Parent Students."

RECRUITMENT

As a first step in recruiting, we met with adult education teachers, high school counselors, social workers, employment service counselors and others in the community who have contact with single parents. We explained our project and asked them for their cooperation, support, and referrals. We found this network to be a very effective way to identify and recruit students into vocational programs.

Our second step was to establish an assessment/career exploration center. Presently, single parent students enter educational programs with little or no professional help to match up their interests and abilities with specific jobs and careers. Consequently, they often change directions after entering programs, resulting in a waste of time and money. Individuals need assistance in identifying the job(s) for which they are most suited and which vocational programs will best prepare them for those jobs. (See appendix for list of tests and materials used in assessment/career exploration.)

We hired a teacher/counselor on a part-time basis to administer interest inventories, aptitude tests, and provide individual career counseling. After opportunities were discussed and career goals set, an appropriate referral was made to the appropriate vocational program. It is our finding that individual counseling is a vital key to effective recruiting into vocational programs.

A third recruiting effort was the planning of a media blitz. In addition to asking for public service announcements, we wrote a radio ad which ran several times daily. Also, we designed a newspaper ad which appeared daily for ten days. We repeated the blitz periodically through the year. We found that we received greater response from radio than from newspaper. Besides the radio and newspaper ads, we developed a brochure advertising the assessment center, and a coupon for free career assessment. The brochure was distributed to all agencies and establishments in our area which serve single parents interested in careers. The "free career assessment" coupon was given to all students currently enrolled in vocational programs, and also distributed at Open House. The students were encouraged to either use the coupon themselves or share it with a friend or family member who would take advantage of the service. (See appendix for promotional materials.)

RETENTION

Weekly contact with teachers and each individual student in the project proved to be a very effective retention activity. The frequent contact with teachers ensured that program progress was normal and prevented the development of any serious problems. Also, this interaction with the teachers generated an increased awareness of the special needs and problems of the single parent student. The personal contact with each student each week is vital. In addition to being a preventative measure to guard against major problems, the weekly counseling sessions increased the students' confidence in their abilities and bolstered their sense of worth.

In addition to counseling, support groups were organized and monthly meetings were held. The meetings were organized for both day and night students. Issues of interest to the single parent student were addressed by community professionals and/or the counselor. (See appendix.) The information presented was helpful to the students, but they also enjoyed sharing common problems and solutions relative to that particular topic. The presentations were video taped and a library has been initiated which will be available to students, teachers, and counselors throughout the region. (See appendix for Support Group information.)

Another activity aimed at retention was the development of a mini resource center filled with materials which appeal to the single parent/homemaker students. These materials included books, audio cassettes, videos and software programs. The assortment related to topics of special interest for our targeted group, such as motivation, positive self-image, stress management, parenting skills, job search techniques, job retention, increased self-esteem, and goal setting. (See appendix for list of resource materials.)

Lastly, the teachers/counselors working with the single parent students attended workshops addressing the special issues and needs of this targeted group funded by the Single Parent/Homemaker Program/Office of Vocational Education, Department of Education. Topics included career exploration, Myers Briggs personality test, problem solving using Myers Briggs information, and unique issues of the male single parent. In addition, the staff attended professional seminars, "Stress Management For the Working Woman" and "The Organized Woman." The information was then passed on to the targeted students through workshops on stress management, organizational skills, professional image, and communication skills.

PLACEMENT

As a student nears program completion, the counselor offers individual extended career exploration, resume' preparation, job search techniques and skills, and videotaped mock interviews.

One of the most important services provided is exploring career possibilities and helping the student identify the specific job of choice. Once that decision has been made, help is provided to prepare a resume' and cover letter, and develop a network of employer contacts. A variety of materials and exercises which teach job search skills and techniques are available to the student, and the counselor works with each individual to develop those skills until the student feels ready for a mock interview. Video-taping the mock interviews is very beneficial because the student can evaluate and improve interview techniques until confident and ready for actual job interviews.

A job club has been organized for those students who have completed their training programs and are ready to job search. A counselor is available to these students who check in each morning for guidance and support in planning employer contacts and daily job search activities. This service is available until employment is found.

In conclusion, it is our finding that of all the efforts and activities we implemented, frequent individual counseling and support is the vital key to recruitment, retention and placement of single parent students into vocational technical programs and unsubsidized employment.

APPENDIX

CAREER EXPLORATION COMPETENCIES

NAME ______________________ DATE ______________________

CAREER GOALS ____

DATE COMPLETED: ASSESSMENT RESULTS:

_________ 1. personal data sheet

_________ 2. JOB-O Inventory _________
if indicated:
_________ a. IND-O, BIZ-O, AG-O, DAC-O Inventories _____
_________ b. Voc-Tech Quick Screener _________

_________ 3. Malott - Shisler Inventory _________

_________ 4. Self Directed Search _________

_________ 5. Myers - Briggs Personality Type Indicator _____

_________ 6. Tours
a. Elizabethtown State Vocational Training School
b. Elizabethtown Community College

_________ 7. Motivational Videos - Goal Setting
a. The Miracle Man
b. The Train

CAREER SKILLS ACTIVITIES

_________ 8. Resumes

_________ 9. Applications

_________ 10. Classified Ads Search

_________ 11. Mock Job Interview

_________ 12. Interview Review

_________ 13. Job Search

_________ 14. Follow - up on individual student's progress

____

____
Career Goals and Plan

MULBERRY HELM ADULT LEARNING CENTER

114 South Mulberry
Elizabethtown, Kentucky 42701

Telephone: (502) 737-6711

GED PREPARATION

SKILLS IMPROVEMENT

CAREER EXPLORATION

JOB SEARCH PROGRAM

HOURS:

Monday through Thursday
8:00 a.m. - 9:00 p.m.
Friday
8:00 a.m. - noon

WRITE YOUR OWN TICKET

ARE YOU:

- -- a single parent
- -- a displaced homemaker
- -- interested in a non-traditional career

DO YOU NEED TO GO TO WORK, BUT DON'T KNOW:

- -- what job you want
- -- how to look for a job
- -- how to write a resume'
- -- where to get the necessary training
- -- how to obtain financial aid for education

A CAREER COUNSELOR CAN HELP YOU:

- --discover your interests and talents, enabling you to make career choices and plans
- -- explore job or training possibilities open to you
- -- prepare an impressive resume'
- -- fill out job applications correctly
- -- practice for job interviews

ADMIT ONE
FOR FREE CAREER ASSESSMENT:
call 502-769-2326
between 12.00N - 2.00 P.M.
sponsored by:
Vocational Education Region Five

TO THE JOB OF YOUR CHOICE

SUPPORT GROUP PROGRAMS
SINGLE PARENT
SEX BIAS/NON-TRADITIONAL
ELIZABETHTOWN STATE VOCATIONAL TECHNICAL SCHOOL

Month	Single Parent	Sex Bias
Nov. 87	organizational meeting	organizational meeting
Dec. 87	motivational tape	motivational tape
Jan. 88	presentation by Judy Knight, a single parent, non-trad. ESVTS grad.	Judy Knight presentation
Feb. 88	stress management, Ed Jones, Lincoln Trail Hospital	stress management, Jeaneen Goodhue, Lincoln Trail Hosp
Mar. 88	Myers-Briggs Personality Inventory	Myers-Briggs Personality Inventory
Apr. 88	parenting skills	survey--gender differences in communication
May 88	positive self image	positive self image
June 88	program evaluation survey	program evaluation survey

SINGLE PARENT/SEX BIAS SURVEY

1. Do you feel like the support group has been helpful to you? ________ yes ________ no

2. Which has been more helpful:
   ________ information presented in programs
   ________ peer support

3. Which type of program do you prefer:
   ________ an outside speaker from the community
   ________ program prepared and presented by ESVTS staff

4. Check which program(s) you particularly enjoyed:

   single parent

   ____ "The Miracle Man" video
   ____ parenting skills
   ____ Judy Pitcock Knight's personal account of single parenthood and non-traditional career
   ____ stress management
   ____ self esteem
   ____ Myers Briggs personality Inventory

   sex bias

   ____ "The Miracle Man" video
   ____ Judy Pitcock Knight
   ____ gender differences in communication survey
   ____ stress management
   ____ self esteem
   ____ Myers Briggs personality Inventory

5. Can you identify one particular benefit you have personally experienced as a result of this program?

6. Are there any other topics you are interested in that you would like to see addressed?

7. Would you like to see the support groups continued in the next school year? ________ yes ________ no

8. Any comments or suggestions you would like to share would be very helpful. Please take a few moments to help us evaluate this year's program and plan for next year's program.
   Comments:

The attached survey was given to members of the support groups at the end of the school year in an attempt to evaluate the programs' impact. Following are highlights of the survey:

* regarding whether or not the program was personally helpful to the students:
  yes 83% no 17%
* regarding which aspect of the program was most helpful:
  information presented 63% peer support 33%
* regarding the type of presentation the students preferred:
  programs presented by staff 50%
  programs presented by outside community speakers 33%
  no preference 17%
* regarding particular programs:
  program on self esteem received the most favorable response (see attached sheet for breakdown)
* regarding whether or not the students wanted to see the support groups continued next year:
  yes 92% no 8%
* a sampling of comments:
  positive:
  "I have discovered that I am not alone."
  "I have been able to look at myself and my career from a new perspective and can more clearly focus on career goals."
  "It helps to talk to others with the same problems."
  "It helped me to deal more openly with my child"
  negative:
  "Too short."
  "Information too general."
  "Program needs more publicity."
  "Need more explanation about the structure of the program."

Recommendations:
I feel this program has been successful in serving the students in two ways: providing an environment and opportunity for peer companionship and support, and providing much needed information the students might not be exposed to otherwise. I think it is a very worthwhile endeavor, and should be continued in the 1988-89 school year.
Improvements:
We should make an effort to better publicize the program, and enlist the support of the instructors in encouraging and enabling the students to attend, as this is a retention tool that will benefit all involved.

RESOURCE CENTER MATERIALS

Motivational Casette Tapes

A Guide To Safe and Happy Latchkey Kids
Building A More Professional Image
Coping With Difficult People In Business And In Life
Developing a Powerful Telephone Image
Developing Executive Power and Potential
Front-Line Interviewing and the Firing Sessions
How To Boost Productivity
How To Counsel Employees on Personal, Sensitive & Emotional Issues
How To Discipline Employees and Get The Results You Want
How To Get The Results You Want In Meetings
How To Handle Anger (without losing your cool)
How To Reach Any Goal
How To Turn An Interview Into A Job
Managing Problem Employees
Managing The Office
Motivating Yourself and Others
Negotiation Skills For Everyone
Politics of Love - Leo Buscaglia
Resolving Conflicts, Clashes & Flare-Ups at Work
Secrets of Effective Delegation
Solving Customer Complaints & Problems
Stressless Journey
The Secrets To Clear, Powerful Business Writing
Winning Over Stress
Winning Sales Skills

MATERIALS FOR RESOURCE CENTER

Tests for Assessment

CAPS - Career Ability Placement Survey Test
CAPS - Career Ability Placement Survey Profile and Guide
JASTAK - Wide Range Achievement Test
JOB-O Career Planning
Murphy-Meisgeier Type Indicators for Children
Myers-Briggs Type Indicators
TABE Test and Manuals
The Self Directed Search

MATERIALS FOR RESOURCE CENTER

Books

About Time - A Woman's Guide To Time Management
Creative Visualization - Shakti Gawain
Eliminate The Placement Department by Michael Farr
A Helping Hand by Phaerman, Belcher, Merz
How Do I Love Me? - Helen M. Johnson
How To Single Parent - Dr. Fitzhugh Dodson
Job Finding Fast Manuals
Making Your Family Work - Mary G. Durkin
Occupational Outlook Handbook
Playing Ball: How To Involve Private Companies In Youth Employment by Jim Darr
Please Understand Me - Character & Temperament Types
The Perfect Resume
The Stressless Home - Robert M. Bramson, Ph.D.

MATERIALS FOR RESOURCE CENTER

VHS Tapes

Career Hunter - Drafting
Guide To Everyday Negotiating by Roger Dawson
How To Be A Winner by Zig Ziglar
Peak Performance by Dr. Charles Garfield
The Power of Positive Thinking by Norman Vincent Peale
Selling: A Great Way To Reach The Top by Zig Ziglar
Speaking of Success Series
    Achieving Personal Excellence
    Leadership-Maximizing People Potential
    Psychology of Self-Management
    Stress, Success & Type A Report Card
    How To Listen Effectively
    Time Management
Vocational Interviewing Series
    Getting Ready For The Interview
    Succeeding In Your Interview
What Do You Really Want For Your Children by Dr. Wayne Dyer
Winning In Life by Walter Payton
VHS and Book - Woman Becoming

MATERIALS FOR RESOURCE CENTER

IBM Programs

- Be A Winner - Diskette Series
  - Be A Winner - Be Assertive
  - Be A Winner - Negotiate
  - Be A Winner - Set Your Goals
  - Be A Winner - Be Motivated